THE SOUTHERN ASSOCIATION QUARTERLY

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THE SOUTHERN ASSOCIATION QUARTERLY

Published quarterly by the Southern Association of Colleges and Secondary Schools

Volume II NOVEMBER, 1938 Number 4

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Reference to the minutes of the Forty-first Annual Meeting of the Southern Association of Colleges and Secondary Schools held in Richmond, Virginia, December 3, 4, 1936, as recorded on page 24 of Volume I, Number 1 shows the following official action authorizing this publication.

> Upon recommendation of the Executive Committee the Association voted to adopt the report of the Committee on Publications appointed at the fortieth annual meeting.
>
> The Committee on Publications of the Southern Association unanimously submits the following recommendations:
>
> 1. That a Southern Association Quarterly be issued.
>
> 2. That a board of five members be held responsible for securing an editor and supervising all matters pertaining to the publication and distribution of the Quarterly. This board is to be composed of the secretaries of the three commissions, the president. and the secretary-treasurer of the Association.
>
> 3, 4. (These sections recommended as to the character of the four issues and made appropriation for publication. See page cited above.)

In accordance with these resolutions the Board of Publication as listed above was set up, the editor elected, and the editorial committee constituted to consist of the President and the Secretary of the Association acting with the editor.

THE SOUTHERN ASSOCIATION QUARTERLY

Volume II NOVEMBER, 1938 Number 4

Editorial Notes

Memphis, March 27-31, 1939

The forty-third annual meeting of the Southern Association is scheduled for Memphis, Tennessee, March 27-31, 1939. The Peabody has been chosen as the headquarters hotel. Prepare to be present.

This Issue

"Social Backgrounds of College Freshmen" is commended for careful consideration as a type of study that with a little patience and probably with considerable profit can be made by many schools and colleges in our Association. The fact, for instance, that almost precisely one-third of all students entering a college with relatively low tuition and other costs remained out of school a year after high school graduation and a full 13 per cent two or more years before enrolling in college offers food for thought. Some of these students were undoubtedly deterred by financial difficulties; but perhaps a more serious problem is suggested as to many who half-heartedly went on to college, after vainly trying to find something else satisfactory to do. The first group enters college badly handicapped by the necessity of too much self-help and other serious privations; students in the second group enter badly handicapped by doubt as to what they want or whether the college can give them real help even when they find out.

"Remedial Instruction at the College Level" is commended as the report of part of an experiment extending over twelve years in trying to aid students in the lower level of ability and preparation of those entering college. This report should be of especial interest to those colleges that do not desire or are unable to follow a policy of selective admission. If a college is to accept all who apply, including many who will obviously have serious difficulty in keeping up with their fellows, the college would seem to be under some obligation to take these students and give them special guidance. The article indicates that the author and his colleagues have apparently been able to assist the upper two-thirds of the weak group under study. It is discouraging as to any apparent help received by the weakest third.

The "Historical Section" is continued from the February issue. It is desired to publish as rapidly as possible sketches of all member schools and colleges. Preference has been given in this number to schools whose membership dates from before 1915, because these schools—aside from the fact

that their long membership identifies them for a longer period with Southern Association history—have usually been older schools with more of history to lose if an early record is not made. The QUARTERLY is glad, however, to have sketches of all member schools and promises to publish them as promptly as it can. The sketches are as interesting for what they reveal of community standards and general educational development as for the facts of local history recorded.

"Builders of the Southern Association" is continued from the February issue and will be carried again in the February, 1939, issue. Data are desired from all institutions as to all faculty and other staff members who have served as many as twenty-five years. These workers of long service have in a peculiar degree made the history of the Southern Association.

The Issue for February, 1939

The program of the forty-third annual meeting of the Southern Association and its member commissions to be held in Memphis, Tennessee, March 27-31 will be published in the next number of the QUARTERLY. Any suggestions intended for President Donovan, Secretary Phelps, or other officers of the Association charged with working out the program are already overdue. Forward your ideas at once.

"Builders of the Southern Association" will be continued in February. Please use the following form if you need more blanks than have been mailed to you:

RECORD OF FACULTY MEMBER OR ADMINISTRATIVE OFFICIAL WHO HAS SERVED TWENTY-FIVE YEARS OR MORE IN .....
.....

(Here insert name of university, college, or secondary school. Furnish data for employee of faculty standing only.)

Name of the employee .....

Academic degrees held, with name of institutions conferring them in each case ....
.....

Institutions at which employee has pursued further studies during period of his employment .....

(If employee has taken time out for further study, even without leave from your institution, but returned upon completing his period of study, count his service as continuous for purposes of this report.)

Different positions he has held in your institution or system and length of time in each .....
.....
.....

(Public high schools will include in this report their superintendent and other supervisory officials, provided of course such officials have served twenty-five years, even though part of the service of such persons was in some other part of the school system, e.g., an elementary principalship or teaching position. The high school should today be stronger for having on its present staff persons of long service and devotion to the system.)

Date at which service of employee began.....
Present position and when entered.....
Any distinct, or most important, contribution(s) to the institution.....
.....
Additional information that to you seems pertinent.....
.....

The "Historical Section" will be considerably condensed but will be continued in February.

"In Memoriam" will be continued from February, 1938. Please use the following form for this list:

RECORD OF FACULTY MEMBER OR ADMINISTRATIVE OFFICIAL WHO HAS DIED SINCE JANUARY 1 IN THE SERVICE OF.....
.....
(Here insert name of your institution.)
Name of employee.....
Academic degrees, if any, with name of institutions conferring them.....
.....
Date employment began in your institution.....
Position held.....
Date of death.....
Any distinct contribution of deceased to your institution.....
.....
Additional information that to you seems pertinent.....
.....

Social Backgrounds of College Freshmen*

By Sanford Winston

Professor of Sociology, State College, University of North Carolina

Educators who are interested in the problems of student adjustment realize the importance of basic information on social backgrounds for the formulation of programs for more effective student guidance. To this end a schedule calling for such information has been developed for Freshmen matriculating at North Carolina State College. The present study is based on the results of schedules filled by three successive Freshman classes (1934-35, 1935-36, and 1936-37). By combining the data from these surveys, it is possible to determine with more reliability those factors which should be basic considerations in a program for more effective student adjustment than would be possible from material for a single year. Moreover, in considering the data for three years, it is evident that slow changes occur from year to year in the general characteristics of entering students. As the survey has progressed, there have been slight variations in the schedule and increasingly detailed tabulations. Hence data on some of the more specialized topics are for men matriculating in 1935 and 1936 or in 1936 only.

The general findings of the present report are based on data for 1,751 men who have entered the Freshman class of North Carolina State College during the past three years. More than 95 per cent of all men entering college for the first time were included. Due to regulations regarding registration of young women, there were so few filling schedules that they were excluded from all tabulations. Likewise, foreign-born students were eliminated due to small numbers.

Regions

During the past three years approximately four-fifths of all entering students have come from within the state (Table 1). About one in five of the Freshmen come from other states although the college is a state institution and makes no particular efforts to attract students from other areas. Moreover, the great majority of these out-of-state students come from northern and western states, which in general have excellent educational institutions of their own. While the mild winter climate, the relatively low cost, and athletics are all factors in attracting students from other states, the distribution of students by schools indicates that the type of specialized training offered by the various schools is of decided importance in this respect.

In so far as students from different sections of the United States represent regional variations in social backgrounds and are the products of public school systems with differing educational standards, they exercise an un-

* An address delivered before the North Carolina College Conference, Greensboro, November 4, 1937.

TABLE 1

PERCENTAGE DISTRIBUTION OF FRESHMEN, BY REGIONS AND SCHOOLS, 1934, 1935, AND 1936

Year and Region	Total	School				
		Agriculture	Education	Engineering	Textile	Science and Business*
1934—Total—Number	545	115	46	214	85	85
Per cent	100	100	100	100	100	100
North Carolina, per cent	78	81	50	77	85	84
Southern States, per cent	7	10	2	4	15	4
Northern and Western States, per cent	15	9	48	19	...	12
1935—Total—Number	617	220	38	280	79	...
Per cent	100	100	100	100	100	...
North Carolina, per cent	84	84	82	87	77	...
Southern States, per cent	4	5	...	3	8	...
Northern and Western States, per cent	12	11	18	10	15	...
1936—Total—Number	589	187	35	302	65	...
Per cent	100	100	100	100	100	...
North Carolina, per cent	81	72	83	87	77	...
Southern States, per cent	5	6	...	3	8	...
Northern and Western States, per cent	14	22	17	10	15	...

* No Freshmen registered after 1934.

measurable, but none the less apparent, leavening influence on the student body as a whole.

RESIDENCE OF NORTH CAROLINA STUDENTS

Since North Carolina is still a dominantly rural* state, and since State College from its founding has placed major emphasis on education for rural life, the residence distribution of North Carolina Freshmen is particularly interesting from the point of view of student backgrounds (Table 2). In spite of changes in the organization of the institution, the proportion of farm boys among the Freshman class has remained practically constant for the last three years. One-third of the Freshmen each year have been farm boys

* That is, outside of centers of 2,500 population or more.

while the proportion of rural non-farm students has fluctuated between 15 and 20 per cent. Both groups have been underrepresented in the student body in terms of the general white population of the state in 1930. Added

TABLE 2

RESIDENCE OF NORTH CAROLINA FRESHMEN, 1934, 1935, AND 1936, AND OF THE GENERAL WHITE POPULATION OF THE STATE, 1930

Residence	Freshmen 1934	Freshmen 1935	Freshmen 1936	General White Population of State, 1930*
Total—Number	425	519	476	....
Per cent	100	100	100	100.0
Rural—farm, per cent	32	34	33	48.5
Rural—nonfarm, per cent	18	20	15	26.3
Urban, per cent	50	46	52	25.2

* *Fifteenth Census of the United States: 1930*, Population Vol. II.

together the rural students account for approximately half of the student body although three-fourths of the total white population of the state lives in rural areas.

By schools the residence of North Carolina students follows the expected pattern for each of the three years. Freshmen entering the Schools of Agriculture and Education are predominantly farm boys while the Textile and Engineering Schools draw most heavily from the towns and cities of the state (Table 3). However, well over one-fourth of all Freshmen in the School of Agriculture regularly come from non-rural areas.* The specialized departments are attractive to many urban youths who have no real farm background. In spite of the large increase in the enrollment of the Engineering School, the residence distribution has remained about the same over the three-year period, almost two-thirds of the Freshmen coming from towns and cities.

While these residence differences are to be noted, they should not be overemphasized. As a dominantly rural state with no large cities, rural experiences are fairly common to the student body as a whole. With the development of consolidated schools and the network of highways which covers the state, rural youth are finding themselves more and more on a par with urban youth in scholastic background and recreational facilities. A group whose residence background is basically different from that of the student body at large is found, however, among the youth from large cities in the northern and western states.

* Centers with a population of 2,500 or more.

TABLE 3

RESIDENCE OF NORTH CAROLINA FRESHMEN, BY SCHOOLS, 1934, 1935, AND 1936

Year and Residence	Total	School				
		Agriculture	Education	Engineering	Textile	Science and Business*
1934—Total—Number	425	93	23	166	72	71
Per cent	100	100	100	100	100	100
Rural—farm, per cent	32	57	61	22	18	28
Rural—non-farm, per cent	18	15	22	14	25	25
Urban, per cent	50	28 *	17 *	64 *	57 *	47 *
1935—Total—Number	519	185	31	242	61	...
Per cent	100	100	100	100	100	...
Rural—farm, per cent	34	51	74	22	7	...
Rural—non-farm, per cent	20	23	16	19	18	...
Urban, per cent	46	26 *	10 *	59 *	75 *	... *
1936—Total—Number	476	135	29	262	50	...
Per cent	100	100	100	100	100	...
Rural—farm, per cent	33	59	69	18	16	...
Rural—non-farm, per cent	15	12	10	18	14	...
Urban, per cent	52	29	21	64	70	...

* No Freshmen were permitted to register in this school after 1934.

YEAR OF HIGH SCHOOL GRADUATION

Data were tabulated on year of high school graduation for Freshmen entering college for the first time in 1936. Less than two-thirds of them had been graduated from high school the preceding spring (Table 4). Almost one-fifth had been out of school for one year before entering college. One out of every six had been graduated from high school from two to eight years before embarking on a college career.

The lag in college entrance is most pronounced among the students coming from outside the South. Only 46 out of 85 students from northern and western states had been graduated from high school the preceding spring. That the problem is not only one of non-residents, however, is indicated by the fact that one-third of the North Carolina students had been out of high school for a year or more.

TABLE 4

YEAR OF HIGH SCHOOL GRADUATION OF FRESHMEN, BY REGIONS, 1936

Year of High School Graduation	Total		North Carolina	Other Southern States	Northern and Western States
	Number	Per cent			
Total	589	100.0	476	28	85
1936	375	63.6	312	17	46
1935	113	19.2	90	6	17
1934	49	8.3	37	3	9
1933	24	4.1	15	....	9
1932	14	2.4	10	2	2
1931	6	1.0	6	....	....
1930	2	0.3	2	....	....
1929	4	0.7	3	....	1
1928	1	0.2	....	....	1
Unknown	1	0.2	1	....	....

Among the Freshmen, there is considerable variation by residence with respect to the lag in college attendance (Table 5). The lag is most marked

TABLE 5

YEAR OF HIGH SCHOOL GRADUATION OF NORTH CAROLINA FRESHMEN, BY RESIDENCE, 1936

Year of High School Graduation	Total		Rural—farm		Rural—non-farm		Urban	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Total	476	100.0	154	100.0	73	100.0	249	100.0
1936	312	65.5	105	68.2	40	54.8	167	67.1
1935	90	18.9	24	15.6	16	21.9	50	20.0
1934	37	7.8	12	7.8	8	11.0	17	6.8
1933	15	3.2	7	4.5	2	2.7	6	2.4
1932	10	2.1	3	1.9	3	4.1	4	1.6
1931	6	1.3	1	0.6	3	4.1	2	0.8
1930	2	0.4	...	...	...	...	2	0.8
1929	3	0.6	2	1.3	...	...	1	0.4
Unknown	1	0.2	...	...	1	1.4	...	...

among rural non-farm boys, the students who come from the villages. Less than three-fifths entered college immediately after graduation.

The data are significant as a reflection not only of the general economic situation but also of the individual problems of students who must work for

a year or more to accumulate funds for pursuing their education. The greater maturity and self-reliance of the older students, together with the lapse in study habits, must be taken into account. With less than two-thirds of the Freshmen typical in the sense that they come straight from high school, the need of a differentiated program to meet the various social and educational problems of the students is self-evident. In succeeding studies the effect of economic conditions on the lag in matriculation will be investigated. Until data for additional years are analyzed, it is not possible to state whether the delay in entering college represents a relatively normal condition to be taken into account regularly or whether it has been markedly accentuated by the reduced incomes of the last few years.

Age

Usually one would not consider age of particularly great importance in connection with the social backgrounds of Freshmen, but analysis of the data indicates its very great significance. The average of the Freshmen studied was 18.3 years, but the men ranged from fifteen to twenty-seven years (Table 6). While 9 per cent were only fifteen or sixteen years of age,

TABLE 6

Age of Freshmen, 1934, 1935, and 1936

Age in Years	Total		Number 1934	Number 1935	Number 1936
	Number	Per cent			
Total	1,751	100.0	545	617	589
15	13	0.7	2	5	6
16	151	8.6	36	49	66
17	454	25.9	145	155	154
18	469	26.8	138	172	159
19	309	17.7	99	113	97
20	186	10.6	72	62	52
21	99	5.7	30	38	31
22	47	2.7	14	15	18
23	11	0.6	6	4	1
24	7	0.4	2	3	2
25	2	0.1	1	1	....
26	....	....	....	....	....
27	3	0.2	....	....	3
Average Age	18.3 years		18.4 years	18.3 years	18.2 years

10 per cent were at least twenty-one years old. Little more than half of the students (53 per cent) were seventeen or eighteen years old, the years usually considered representative of entering students.

The wide range in age of matriculation reflects the fact that more then one-third of the students are delayed in entering college and emphasizes the need for a diversified program. Fifteen- and sixteen-year-old boys have not only less experience but also different points of view and different interests from relatively mature men.

North Carolina students are somewhat younger than non-residents (Table 7). In part this is due to the fact that a large proportion of all public

TABLE 7

AVERAGE AGE OF FRESHMEN, BY REGIONS, 1934, 1935, and 1936

Region	Average Age in Years		
	1934	1935	1936
Total	18.4	18.3	18.2
North Carolina	18.2	18.2	18.0
Other Southern States	19.0	19.3	18.6
Northern and Western States	18.9	19.0	19.0

schools in the state have only eleven grades while a large proportion of the out-of-state students come from twelve-year systems. Also, younger boys are probably less likely to be sent to colleges that are considerable distance from their homes than are more mature youth.

SELF-HELP

The great majority of all Freshmen are handicapped economically in their desire for college training. During the past three years more than

TABLE 8

ESTIMATED PER CENT OF EXPENSES FRESHMEN EXPECT TO EARN, 1934, 1935, AND 1936

Estimated Per Cent to be Earned	1934		1935		1936	
	Number	Per cent	Number	Per cent	Number	Per cent
Total	545	100.0	617	100.0	589	100.0
100	46	8.5	48	7.8	62	10.5
75-99	34	6.2	91	14.8	52	8.8
50-74	150	27.5	171	27.7	115	19.5
25-49	109	20.0	141	22.8	145	24.6
Less than 25	36	6.6	54	8.7	71	12.1
None	140	25.7	93	15.1	111	18.9
Unknown	30	5.5	19	3.1	33*	5.6

* Includes two Freshmen who specified room and board.

150 boys indicated that they would have to earn all of their expenses (Table 8). Only about one-fifth of the Freshmen for the three years as a whole reported that they did not have to pay any of their expenses. More than two-fifths of all students expected to earn at least one-half of their expenses. The fact that so many students defer entering college a year or more after high school graduation and the additional fact that a considerable proportion are at least twenty-one years of age are associated with the large number that must earn all or part of their college expenses.

There is no marked difference in financial condition as measured in terms of expenses to be earned between North Carolina students and those from outside the state. By schools, students in agriculture and education are somewhat more handicapped economically than those in engineering and textiles. The agricultural and education students are also the ones that come from farms predominantly.

The fact that such a large proportion of students must support themselves wholly or in large part calls for curriculum adjustments and for extension of student aid. Only the exceptional boy can devote the necessary amount of time and energy to earning a major portion of his expenses and still do satisfactory classwork. It is remarkable that Freshman mortality is not higher under the circumstances.

Moreover, the quality of class work is only half the story. Personal interviews reveal that many boys live in uncomfortable rooms off the campus and skimp on food and other necessities. These deprivations, together with overwork and loss of sleep, frequently are an important factor in scholastic difficulties.

Vocational Choice

The vocational preferences of Freshmen vary widely, but the fact that they tend to follow those occupations within the students' direct experience indicates how closely they are determined by social backgrounds. The fact that students do not have a wider vocational choice is unquestionably due to the limitations of their experience. Naturally students entering each school would be expected to specify vocational preferences for which the particular school gives specialized training, and normally this is the case. However, there is so large a proportion of boys who are potential misfits being enrolled in the various schools that there is indicated the need of more adequate methods of steering Freshmen into the correct schools.

One of the most interesting results of the study came from questions as to whether or not the students were certain about their vocational interests. Of the 579 Freshmen who answered the question in the fall of 1936, eighty-six had no vocational preference and an additional 229 were uncertain of their choice. In other words, due largely to youth and inexperience, over one-half of the Freshmen were more or less floundering in the uncertain sea

of vocational opportunity. The need for generalized courses for such students, coupled with an adequate guidance program, is evident.

Hobbies

Hobbies of students are also indicative of their social backgrounds. Of the total of 522 Freshmen answering the question on hobbies, eighty-one reported no such interest, and undoubtedly need encouragement in developing some special interest as a step toward a well-rounded pattern of living (Table 9).

TABLE 9

Hobby of First Preference, by Residence, 1936

Item	Total	Residence		
		Rural—farm	Rural—non-farm	Urban
Total	589	158	79	352
Sports	206	55	29	122
Hunting and Fishing	54	18	4	32
Reading	26	10	1	15
Music	20	3	6	11
Stamp Collecting	17	1	5	11
Aircraft Modeling	17	3	1	13
Agricultural Enterprise	12	6	1	5
Photography	10	1	...	9
Radio	10	1	...	9
Mechanics	10	3	...	7
Collecting other than Stamps	10	1	1	8
Woodcraft and Nature Study	9	...	1	8
Art	7	...	1	6
Dancing	5	...	1	4
Movies	5	2	2	1
Woodworking	5	1	1	2
Miscellaneous	17	3	3	12
None	81	31	8	43
Unknown	67	19	14	34

It was to be expected that sports would predominate as the hobby of first preference, but the sports are varied. Hunting and fishing are also sports in the larger sense but are listed separately because of their importance. The arts claim a fairly large number of students. Such hobbies as agricultural enterprises (poultry, bee culture, etc.) and mechanics are indicative of a sturdy background.

The hobbies are fairly well distributed by residence. City boys hunt and fish while farm boys are interested in music and movies. The leisure-time

activities indicate the relatively broad interests of many students, interests which they should, where possible, have the opportunity to develop in connection with their college activities. On the other hand, it is evident that many students have reached college status with insufficient background or training for intellectual and artistic leisure-time interests.

Occupation and Income of Father

Occupational status is generally recognized as one of the basic social classifications and as an indicator of a number of other social and economic factors. The fathers of the Freshmen studied are predominantly engaged as proprietors, managers, and officials, including farm operators (55 per cent). Only 10 per cent of the students' fathers are engaged in the professions. On the other hand, few are semi-skilled or unskilled artisans (Table 10). It is striking that over 10 per cent of the students reported that their fathers were dead.

TABLE 10

Occupations* of Fathers of Freshmen, 1935 and 1936

Occupation	Number†	Per cent
Total	1,034	100.0
Professional Men	99	9.6
Proprietors, Managers, and Officials	271	26.2
Farm Operators	294	28.4
Clerks and Kindred Workers	182	17.6
Skilled Workers and Foremen	107	10.3
Semi-skilled Workers	35	3.4
Unskilled Workers	37	3.6
Relief Work	3	0.3
Unemployed	6	0.6

As in the case of occupations, most of the fathers of Freshmen fell in an intermediate socio-economic group when classified on the basis of estimated cash income. Few could be said to be in really comfortable circumstances. Only 28 per cent of those for whom estimates were made by the Freshmen of 1935 and 1936 had a cash income as high as $3,000. Even more significant is the fact that almost one in five students reported that his father's cash income was less than $1,000. To the extent that students come from farm homes, this overemphasizes the poor economic situation, since no valuation was placed on foodstuffs produced for home consumption.

So far as occupations are concerned, a considerable amount of selectivity

* Based on classification by Alba M. Edwards, *Journal of the American Statistical Association*, December 1933, pp. 377-87.

† Exclusive of unknowns, of 131 cases in which the father is dead, 13 cases in which he has retired, and 2 cases in which he is physically incapacitated.

has occurred. Few students have surmounted the obstacles to a college education offered by homes in which the father is either unskilled or unemployed. On the other hand, students do surmount the obstacle of limited family income, as the data on self-help have already indicated, provided the other factors in the family background are such as to put a premium on higher education.

Education of Parents

No comprehensive program for helping Freshmen make satisfactory adjustments in college and in later life can overlook the educational attainments of their parents as one objective measure of family background. In general the students do not come from homes with a tradition for collegiate education. Slightly more than one-fourth of their fathers and one-third of their mothers have attended college (Table 11). Only about one in seven

TABLE 11

Education of Parents of Freshmen, 1934-1936

Education (Years completed)	Father		Mother	
	Number	Per cent	Number	Per cent
Total*	1,547	100.0	1,551	100.0
None	9	0.6	7	0.5
Grade School:				
5 or less	179	11.6	109	7.0
6	104	6.7	99	6.4
7	238	15.4	163	10.5
8	152	9.8	128	8.3
9	123	8.0	127	8.2
10	64	4.1	129	8.3
11	192	12.4	231	14.9
12	12	0.8	19	1.2
College:				
I	79	5.1	77	5.0
II	96	6.2	197	12.7
III	28	1.8	52	3.4
IV	182	11.8	163	10.5
V or more	28	1.8	5	0.3
Miscellaneous†	61	3.9	45	2.9

and nine, respectively, were graduated. More than two-fifths of the fathers and one-third of the mothers have an eighth grade education or less. In nine cases the fathers and in seven cases the mothers were reported as illit-

* Exclusive of unknowns.

† Includes those who attended business school, military academy, etc., for whom grade attained was not specified.

erate. It appears obvious that in so far as well-educated parents are an advantage with respect to collegiate success, the Freshmen studied are at a relative disadvantage.

* * * * *

Characteristics of the students analyzed are to be found, in varying degrees, among students at any college or university. We are at last realizing that we do not have so many students to be thrown into the hopper as Freshmen and graduated, we hope, in four years. We are dealing with human beings whose ability to make adjustments in college is affected not only by their intelligence, or their health, but by various personality factors which in turn are largely reflections of the diverse social backgrounds from which they come.

A large percentage of college students are advancing from a relatively restricted background. College courses alone cannot remove many of the fundamental habits and attitudes derived from that environment. While further study is needed, enough has already been done to make us see the necessity of adequate guidance, continued research, and adaptation of hours of work and types of curricula to meet the varying needs of students with their diverse behavior problems, special interests, and differing levels of achievements.

Remedial Instruction at the College Level

By Howard Easley
Assistant Professor of Education, Duke University

For a great many years Trinity College (now the undergraduate college for men of Duke University) has had a definite program of special instruction for Freshmen who show evidence, upon registration, of being least likely to do college work successfully. Since the fall of 1930 the writer has had some connection with the program. This paper is an attempt to determine the effect of this instruction for the years 1930, 1931, and 1932.

The Students

Since 1930 the basis of selection of the students for the special instruction has been almost exclusively the scores made on the American Council Psychological Examination. The range of scores has varied slightly year by year. The total number of students in the Freshman class has varied somewhat, and each year approximately the same number were selected for special instruction. This number constituted approximately 13 to 18 per cent of the total Freshman class, depending on the size of the class. Each year the lowest 13 to 18 per cent were selected, with a few individual exceptions. Each year a small number within the range selected were not included because of extreme schedule difficulties. A very few others not included in the selected range took the special instruction for some other reason. These exceptional cases are not dealt with in this report. Table I shows the range of scores selected each year, with the number of students within this range and the number who made higher scores and did not take the special instruction.

TABLE I

Test Scores and Number of Students Taking and Not Taking Special Instruction

Year	Taking		Not Taking	
	Range	No.	Range	No.
1930	0-89	70	90-up	341
1931	0-89	71	90-up	481
1932	0-99	74	100-up	348
Total		215		1,170

The Instruction

The special instruction given these 215 students making the lowest test scores consisted of a regular course, given in the Department of Education, on methods of study. It is impossible to describe in detail the content of

the course. There were three sections of the course each year. These three sections were not always taught by the same instructor. In fact, four different instructors taught one or more sections in the three-year period. For the most part, one or another of the commoner texts on methods of study was used as the basic material of the course, although in some sections the basic material consisted of selected readings from a number of the texts which were available in large numbers in the library. There was always, however, a great deal of discussion among the instructors in a given year, and from year to year, to the end of keeping the general nature of the course as nearly constant as possible. The following general characteristics of the course were quite evident throughout: 1. The basic content of the course was economical methods of study, their nature, the reasons for their superiority, and methods of applying them to the problems of the college student; 2. A great many practice exercises were designed by the instructors and assigned the students for work both in and out of class, to the end of gaining proficiency in the use of the methods discussed; 3. A number of individual conferences with the students (far more than is usual in college classes in general) served to identify their particular study problems and to select appropriate remedies; 4. The course was in no sense supervised study of the other college subjects or immediate help in preparing assignments (Material from other subjects was frequently used to illustrate methods, but not to answer the students' particular questions on the content of the material, or to prepare them specifically for a class recitation or quiz in other subjects.); 5. The course was not a formal course in principles of education or psychology. (Psychological principles were frequently discussed in explaining and evaluating methods of study. They were never the primary content of the course.)

There was no other constant difference between the courses of the students taking the special instruction and those not taking it. The special instruction merely consisted of one of their five regular college courses.

The Results

In evaluating the results of this course of instruction, two criteria are used, viz., the effect on the probability of graduation, and the effect on the early record in college. Since the 1932 class would normally be expected to graduate in June, 1936, it is presumed that the number graduating up to June, 1937, would represent, with very small error, the number who will ever graduate.

Early success is measured by the total number of quality points earned per student during the first and second semesters. According to the grading system used, an A carries three quality points per semester hour; a B carries two; C, one; D, none; and an F subtracts one quality point per semester hour.

The test scores are divided into five groups. The lowest two of these groups represent exclusively those students who took the special instruction. The highest three groups represent those students who did not take it. Table II shows the records for the first and second semesters.

TABLE II

RELATION BETWEEN TEST SCORES AND QUALITY POINTS EARNED DURING FIRST YEAR

Range of Test Scores	First Semester		Second Semester	
	No.	Q. P.	No.	Q. P.
0-59	57	—1.8	47	.8
60{89*–99	158	6.2	143	7.0
90–100{149	491	10.9	415	14.6
150-194	414	17.6	361	18.8
195-up	265	25.8	257	26.0

These relations are shown graphically in Figure 1.

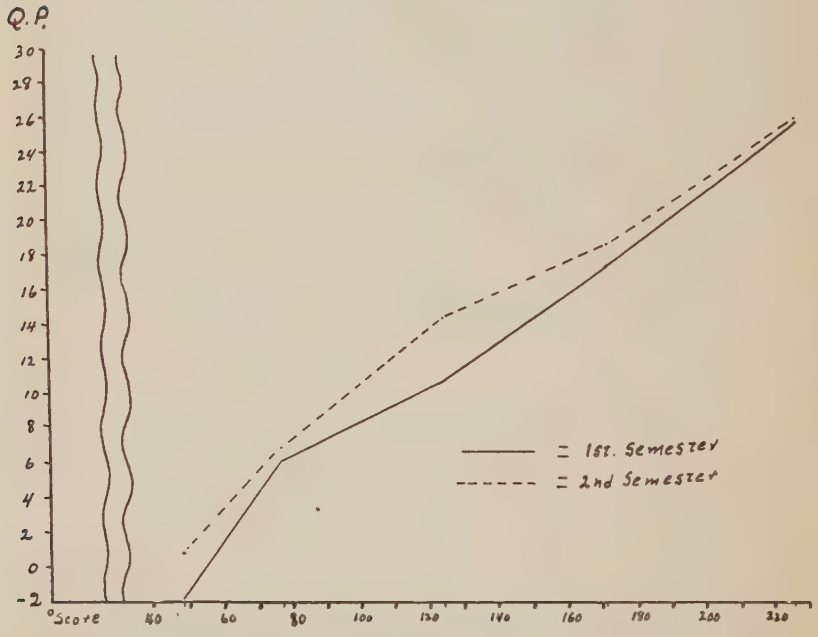

FIG. 1—Relation Between Test Scores and Quality Points Earned During First Year

* Here, and in all the following tables, the division point was at 90 for the years 1930 and 1931, at 100 for 1932.

If the relationship between test scores and quality points is linear, as suggested by the records of the three higher groups for the first semester, then it would appear that the higher group taking the special instruction made on the average about 3.5 quality points more than would have been expected. The lower group taking the instruction made approximately the number of quality points expected on the basis of a linear relationship. This would indicate that they profited little, if any, from the instruction. The curve for the second semester is roughly parallel to that for the first, with the exception of the record for the lowest group not taking the instruction. This extraordinary deviation the writer cannot satisfactorily explain. It may be that this deviation from a linear relationship represents the real trend. It does not, however, occur in any of the other trends shown later, all of which resemble the curve for the first semester. It may be a chance fluctuation. The reliability of the data, determined in another study,[1] indicates that it cannot be due to chance. It may be due to an extra factor of motivation, as a result of having made so much poorer records the first semester than they could have made. There is, however, no evidence from this study to support such an hypothesis.

It is possible that a course of remedial instruction might produce some immediate effect on grades and yet be of no permanent value. The per cent graduating from the various groups is taken as a measure of the permanent effect of the instruction. These results are shown in Table III.

TABLE III

RELATION BETWEEN TEST SCORES AND PROBABILITY OF GRADUATION

Range of Test Scores	Average Test Score	No.	No. Graduating	Per cent Graduating
0-59	48.0	57	3	5.3
60{89 99	77.2	158	40	25.3
90} 100} 149	123.7	491	133	27.1
150-194	171.0	414	159	38.4
195-up	226.0	265	157	59.2

This relation is shown graphically in Figure 2.

[1] Easley, Howard, "On The Limits Of Predicting Scholastic Success," *Journal of Experimental Education*, I, 1933, pp. 272-76.

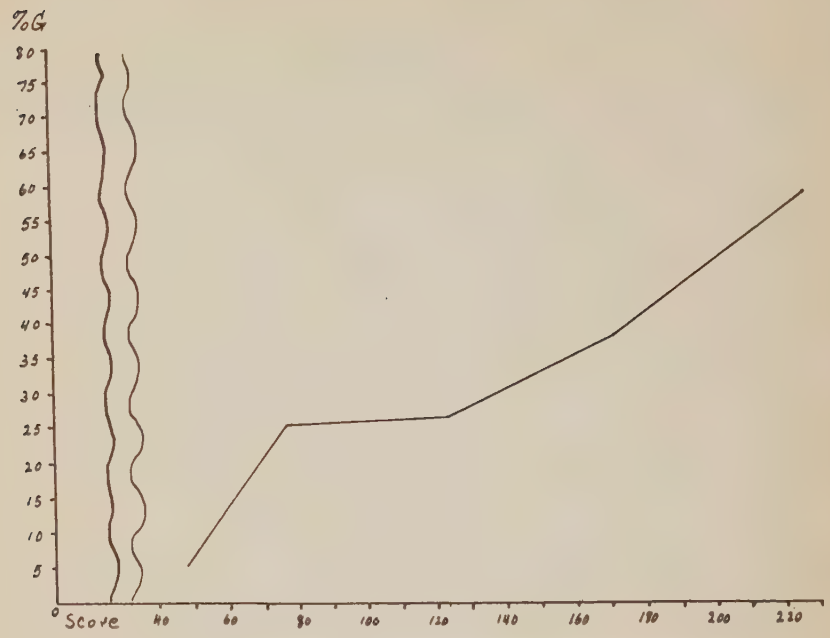

FIG. 2—Relation Between Test Scores and Probability of Graduation

It appears that the improvement in the higher group taking the instruction is not only permanent, but more evident by the end of the four-year period. Again, if we assume that the relation between test scores and probability of graduation is linear, it appears that approximately 12 per cent of the higher group taking the instruction graduated, who would not have been expected to graduate otherwise. The probability of graduation in the lower group seems to have been increased little, if any at all.

Some of the instructors had the impression that the majority of the effects of the course were produced in a comparatively small number of the students. If this were true, the effects of the course should be more pronounced in the group who finally graduated. Table IV and Figure 3 show the records of the students who graduated.

TABLE IV

QUALITY POINTS EARNED DURING FIRST YEAR BY STUDENTS WHO GRADUATED

Range of Test Scores	Average Test Score	No.	First Semester	Second Semester
0-59	50.0	3	5.0	9.0
60{89 99	77.5	40	15.9	17.4
90 100{149	123.8	133	16.5	19.3
150-194	173.7	159	20.8	23.3
195-up	228.0	157	28.8	28.5

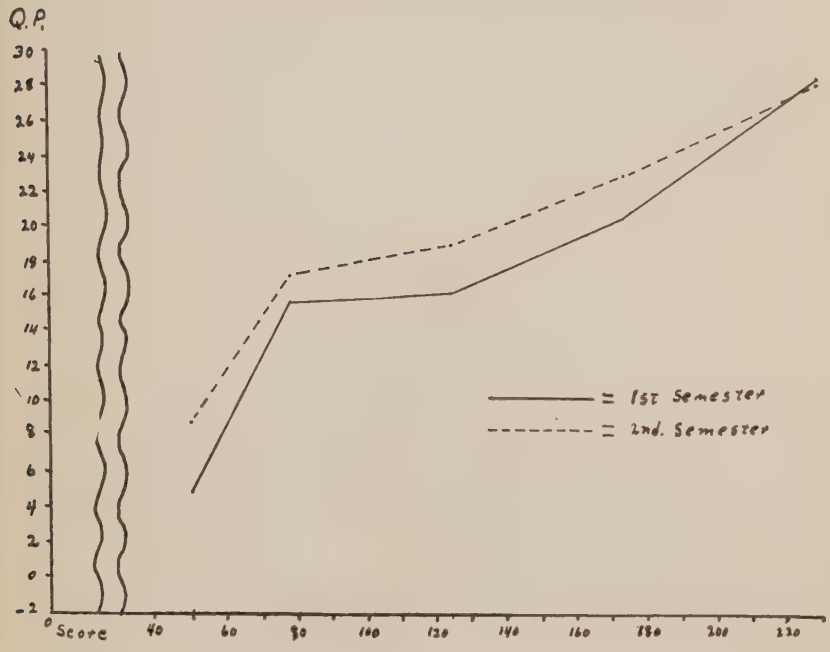

FIG. 3—Relation Between Test Scores and Quality Points Earned During First Year By Students Who Graduated

From these results, compared with Table II and Figure 1, it appears that the effects of the course are more pronounced in the students who graduated than in those who did not. In fact the high degree of similarity in Figures

2 and 3 indicates that the effect on early success was largely limited to the group who graduated.

Summary

1. It appears that the students above the lowest level of ability were materially aided by the course on methods of study. The effect on the students who were really helped is partially obscured by averaging the results for all students, including those who were helped little or none.

2. The effect is even more evident in terms of probability of graduation than in terms of immediate success.

3. In the students who graduated the effect of the course is both immediate and permanent.

4. It is doubtful if the students at the lowest level of ability were helped at all, either immediately or permanently.

Historical Section

Isidore Newman School, New Orleans, Louisiana

Formerly Isidore Newman Manual Training School

By Clarence C. Henson
Director, Isidore Newman School

Shortly after the opening of the twentieth century (1903), Isidore Newman, a public-minded citizen and philanthropist, founded the school which bears his name today; but in the early years of the school the name of the founder was tied up with the unique feature of the school, manual training. Isidore Newman was the first school in New Orleans to offer courses in manual training. With the passing of the years the public school system of New Orleans developed and expanded, embracing schools in pre-vocational training, trade and industrial training, and vocational education. The Newman School discontinued the courses in manual training and commercial subjects, and steadily grew into a distinctively college preparatory school. Isidore Newman School is today a private, endowed, non-sectarian, and co-educational school with the following organization:

Kindergarten, one or two years
Elementary school, six grades
Secondary school, six grades

In the secondary division of the school the seventh and eighth grades compose the junior unit of the high school, grades nine, ten, eleven, and twelve making the senior unit of the high school.

While the Isidore Newman School is an endowed school, it derives the major portion of its revenue from tuition fees, tuition ranging from $75.00 per year for the kindergarten to $240.00 for the twelfth grade. The school is not operated for private gain or profit. At the close of the fiscal year every dollar of any possible surplus goes into salaries or improvement of the physical plant. The school plant consists of four buildings and six playing fields for tennis, track, football, and general recreation. While there are outside basketball courts, all interscholastic basketball games are played in the gymnasium.

In October, 1904, the school opened with an organization of seven grades and an enrollment of 112 boys and girls. The principal was James Edwin Addicott who came to New Orleans direct from Teachers College of Columbia University, bringing with him five of his colleagues. In 1909 Mr. Addicott resigned the principalship of the school to accept a similar position in

California, his native state. He was succeeded by Clarence C. Henson, who held the principalship of the school until 1917, when he resigned to accept the superintendency of the Rapides Parish Public Schools in Rapides Parish, Louisiana. Mr. C. C. Hayden was principal of the school during the session of 1917-1918 and was followed by Mr. John W. Curtis during the session of 1918-1919. In October, 1919, Mr. Henson returned to the principalship of the school and has continued as principal down to the present day.

In 1913 the school was placed on the approved list of secondary schools in the Southern Association of Colleges and Secondary Schools, Newman being the first high school in Louisiana to be approved by the Southern Association. The first graduate entered college in 1908, and from that time to the present more than eighty per cent of the high school graduates have entered higher institutions of learning. Accordingly, Newman has become distinctively a college preparatory school. It is the College Entrance Examination Board center in New Orleans for students who plan to enter eastern colleges which require the examination method for admission.

Newman endeavors to train boys and girls to become interested in the world about them. It has now reached capacity enrollment, which is approximately 550 students. Initiative and self-control, coöperation and self-reliance, obedience and leadership, are encouraged and promoted. To be a good school citizen one must exemplify a keen sense of honor, a feeling of responsibility, an abiding enthusiasm, and a genuine loyalty.

To adjust instruction to differences in mental capacity, modifications of the Winnetka technique of teaching and the Dalton plan of instruction are used in the elementary grades and in the junior high school classes. Both individual instruction and group instruction obtain in all subjects and in all classrooms. In the elementary grades emphasis is placed on the acquisition of the fundamental skills and acceptable habits of study. In the seventh and eighth grades an attempt is made to determine, if possible, pronounced interests and capacities, some freedom being given in the selection of studies. In the four years of the senior high school the course of each student is carefully outlined to meet the entrance requirements of the college of his or her choice. But a college preparatory school must do something more than meet college entrance requirements. It must so train the students that they can stand on their own after admission into college. The record of Newman graduates in college success is excellent.

The school employs a staff of thirty-four full-time instructors and six part-time instructors, making a total of forty. With a capacity enrollment of about 550 students, the teacher-pupil ratio is comparatively low. The school possesses two libraries, one for the high school containing 3,000 volumes and one for the elementary school containing 1,500. The course of study at present offered is as follows:

Program of Studies

Seventh Grade

Required		*Elective*	
English	*4	French	5
Oral English (Current Events, Debating, Dramatics)	1	General Science	5
Mathematics (Arithmetic, Geometry)	5	Band	4
Social Studies (History, Civics, Geography)	5	Craft	5
General Music (Chorus)	2	Art	5
Physical Education and Health	3		

Eighth Grade

English	4	French	5
Oral English (Current Events, Debating, Dramatics)	1	Latin	5
Mathematics (Arithmetic, Intuitive Geometry, Algebra)	5	General Science	5
Social Studies (History, Civics, Geography)	5	Band	4
General Music (Chorus)	2	Craft	5
Physical Education and Health	3	Art	5

Ninth Grade

First Year High School

Required		*Elective*	
English	*4	French	5
Oral English (Current Events, Debating, Dramatics)	1	Latin	5
Mathematics (Algebra)	5	Spanish	5
General Music (Chorus)	2	Civics	5
Physical Education and Health	3	Commercial Geography	5
		Band	4
		Appreciation of Music	5
		Outside Study of Music	2
		Mechanical Drawing I	3 or 4
		Freehand Drawing	5

* Numbers refer to number of recitation periods per week.

The Department of Education of the State of Louisiana requires sixteen units for graduation in all State approved high schools. One of these units must be health and physical education, in which a student may earn ¼ unit each year. Two of these units must be in the social studies. Newman requires American History for graduation. Accordingly, the unit in this subject is accepted by the State as one of the two units.

The Isidore Newman School has more extensive requirements than the State. For example, Newman requires four years of mathematics for boys going to the engineering colleges. Moreover, Newman requires a minimum of two units in a foreign language. Newman also requires one unit in the laboratory sciences.

Tenth Grade

Second Year High School

English 4
Oral English (Current Events, Debating, Dramatics) 1
Mathematics (Plane Geometry) 5
Chorus 2
Physical Education and Health 3
French 5
Latin 5
Spanish 5
Biology 7
Ancient History 5
Band 4
Appreciation of Music 5
Outside Study of Music 2
Mechanical Drawing II . . . . . 3 or 4
Freehand Drawing 5

Eleventh Grade

Third Year High School

English 4
Oral English (Current Events, Debating, Dramatics) 1
Mathematics:
(a) Intermediate Algebra, One-Half Year 5
(b) Plane Trigonometry, One-Half Year 5
Physical Education and Health 3
French 5
Latin 5
Spanish 5
Physics 7
Chorus 2
Band 4
European History 5
Appreciation of Music 5
Music Theory 5
Outside Study of Music 2
Mechanical Drawing III . . . . . 3 or 4
Art Appreciation 5

Twelfth Grade

Fourth Year High School

English 4
Oral English (Current Events, Debating, Dramatics) 1
American History 5
Physical Education and Health 3
French 5
Latin 5
Mathematics:
(a) Advanced Algebra, One-Half Year 5
(b) Solid Geometry, One-Half Year 5
Chemistry 7
Band 4
Appreciation of Music 5
Music Theory 5
Outside Study of Music 2
Chorus 2
Mechanical Drawing IV . . . . . 3 or 4
Art Appreciation 5

The Laurel City Schools

By R. H. Watkins
Superintendent of Schools, Laurel, Mississippi

From the earliest beginnings the builders of Laurel, "The City Beautiful" have made the public schools their first consideration. Our mills and other industries attract people from all parts of the country—North and South, East and West. Our schools, therefore, are constantly being compared with other schools of the country by people who know very well what good schools are, and such comparisons give us confidence in our own schools.

In this new city there have been neither old buildings nor old traditions to impede progress; consequently, it has been possible to develop in the Laurel schools an effective plan of organization. Some of the unique features of this plan are the following:

1. Twelve months' pay for teachers, with an increment scale based on efficiency and length of service (This gives permanency in the teaching corps.);
2. Small units (Below the junior high school the unit is the ten-room building.);
3. A supervising principal for each building;
4. Close differentiation in ability grouping (This is made possible through establishment of districts and location of schools in such a way as to bring together in one building children of approximately the same age and stage of advancement.);
5. A single section with a relatively small number of children to each teacher, thus making possible supervised study and individual attention;
6. A summer school as a means of reducing retardation;
7. Adequate library facilities and emphasis upon the use of books;
8. Strong emphasis upon all the personal elements in teaching (The development of character and personality is the first aim in education. Ideals are caught, not taught. The classroom, playground, school programs, student organizations, and parent-teacher organizations all furnish opportunities for developing intimate acquaintance between the school and home and close personal friendships between the children and teachers. Thus is developed a spirit and atmosphere that is probably the most outstanding single characteristic of the Laurel school system.).

In the first grade progress is individual. Above the first grade ability grouping is followed; the groups are formed strictly on school achievement records. The work in all subjects is enriched and supplemented for stronger groups, and double promotion is freely used as a means of keeping the capable and ambitious up to their best efforts.

The Stewart M. Jones Junior High School is for grades seven, eight, and nine. The building is colonial, one story and basement, one-room, open-corridor type, with study hall and classrooms receiving unilateral light, either from north or south. This feature of classrooms receiving unilateral light, either from north or south, is characteristic of every school building in the system. On the basement floor are boiler and supply rooms, toilets, showers, locker and athletic rooms, manual training, sewing and fitting

rooms, kitchen and dining room. Above are study hall and auditorium, reference library and reading rooms, rest room and offices, science laboratory and classrooms. The grounds, thirteen or fourteen acres, are adequate for track and athletic games for both boys and girls. A highly differentiated course of study is provided, offering considerable freedom of election. Here no further attempt is made to shorten the course by double promotions, but capable pupils are given additional subjects, and all subjects are enriched and supplemented for them, a policy continued through the high school. Thus is made possible for them a broader cultural foundation for college work.

George S. Gardiner High School is for grades ten, eleven, and twelve. This building is of the Spanish type of architecture, two stories except the auditorium, which has under it a basement for heating plant, fuel room, toilets, showers, physical education and locker rooms. The floor level of the study hall and auditorium is half way between the first- and second-floor levels, so that classrooms are reached from it by a half flight up or down. The one-room, open-corridor arrangement is used in this building to admirable advantage. The classrooms receive the light from the north only. The north windows, with open doors on corridor opposite, afford delightful ventilation during the warm months. The two wings, one at each end, extending toward the south, form a partially enclosed court in front. One of the wings is for administrative offices, with the commercial department above ; the other for library and book room, with science laboratories above.

The location of the high school building presents a sunken garden effect whose background of pines, gums, and oaks gives a setting remarkable for its natural beauty. A rectangular block of twenty acres constitutes the grounds. A meandering stream below the school cuts the length of the grounds, forming a natural boundary between the track and athletic-practice fields beyond and the lovely park around and to the front of the building. This park offers to the landscape gardener wonderful possibilities for lakes, bridges, beautiful walks, shrubs, flowers, and grass plots.

The library facilities of the Laurel schools are exceptional. While each school has its own library, all the schools use the Lauren Rogers Library and the Laurel Library. The Lauren Rogers Library has over 11,000 reference works and on its reading tables are the leading periodicals. The Laurel Library, in the rear of the Lauren Rogers Library, has over 20,000 books subject to withdrawal. These libraries are perfectly located with reference to the schools—in the same block with the central group of schools, only three blocks from the Stewart M. Jones Junior High School, and just off the campus of the George S. Gardiner High School. Children begin to use the library early, and by the completion of the elementary grades not only are reading habits established, but also intellectual and aesthetic interests are awakened and appreciations developed through the environment

of books, pictures, museum collections, and the atmosphere of the library itself.

In 1914 the work of the high school, after inspection, was approved by the University of Chicago, and George S. Gardiner High School became a "coöperative high school" of the University. The records of the Southern Association show that it has been accredited by that agency since 1913. For over a quarter of a century certificates from this high school have been accepted for college entrance by all colleges that admit on certificate. The first college board examinations ever held in Mississippi were held in Laurel in 1916, when George S. Gardiner High School was made an examination center. From that time to this both on deans' reports and reports of the College Entrance Examination Board the records of George S. Gardiner High School graduates have compared most favorably with records of students from exclusive private schools. About 75 per cent of our graduates enter college. As Laurel is a cosmopolitan town, these graduates scatter out among the colleges and universities of the entire country. In recent years we have had students in the following out-of-state institutions: Yale, Harvard, Princeton, United States Naval Academy, United States Military Academy, Johns Hopkins, Cornell, Tulane, Massachusetts Institute of Technology, Randolph-Macon Woman's College, Sweetbriar, Hollins, Washington and Lee, Agnes Scott, Newcomb, the Universities of Michigan, Iowa, Wisconsin, California, Texas, Virginia, and Louisiana, and many other colleges in the East, Middle West, Far West, and South.

The elementary schools for Negroes rank among the best. Trained supervision is provided. Oak Park Vocational School offers high school training in academic and vocational subjects. Through the munificence of Mrs. L. C. Eastman and Mr. and Mrs. W. B. Rogers, a farm of 239 acres has been purchased. On this property several buildings have been constructed, among them a teachers' home, a kitchen and dining hall, a domestic science building, carpenter and blacksmith shops, mule and cattle barns, and other farm buildings. Old buildings on the property have been converted into dormitories. Architect's plans have been made for all needed farm buildings and science laboratories. The lot on which the academic building stands was deeded to the city by the trustees of the Oak Park Vocational School, and the academic building itself was erected by the city. Teachers are paid from regular city school funds, but the entire cost of upkeep of the model farm and industrial plant is borne by others. A portion of the farm, immediately adjacent to the school, is platted for residences. As a part of this unit there is an attractive community church, conforming in architectural design to the other buildings in the group. The Oak Park Vocational School is the first school of its kind for Negroes. It represents a definite and serious effort on the part of the city school board, in coöperation with others, to educate the Negro for the life he is to live, the work he is to do.

The ideals of the school are most practical; the spirit of the school thus far is admirable. The emphasis is put upon industrial and vocational training in the belief that what the Negro needs most is economic independence.

The El Paso High School

By Allen H. Hughey
Superintendent of Schools, El Paso, Texas

"Old El Paso High" is young when compared with other historic high schools of this country. Its two first graduates, in the class of 1887, are still living. One of them, Mrs. W. R. Brown, has resided continuously in El Paso and has devoted her life to the welfare of the city, the promotion of the public schools, the public library, the Woman's Club, and other movements which a rapidly growing border city needed badly fifty years ago, and afterwards, to balance the pioneer roughness of a thriving western outpost assuming urban size and ways. Mrs. Brown is mentioned as an example among many graduates of this high school, almost all of whom drew in with their education an intense loyalty to the institution. This characteristic of the alumni may be compared favorably with the similar fine spirit which honors many other high schools of greater age and more traditions. One must not pass over lightly this quality which some schools have, by which they attain an individuality and sanctity of their own and become a part of the lives of those who lived in them a well-guided and vigorous youth. "Old El Paso High" probably has equalled any other school in its impress on its graduates, and in the response which it still gets from them, though they are spread over not only all the United States but the whole world. The presence of the U. S. Military Post of Fort Bliss at El Paso, and the fact that the city has always been a place of sojourn for many people who travel widely, has made the high school as well as the city rather "cosmopolitan" in its personnel.

All that is left of the original high school building, which was constructed soon after the transcontinental railroads were built through and "boomed" the border town after the civil war, is found in four heavy stones from the old entrance, which are treasured in the present four high schools of the city. A building now used as a grade school was the second high school structure. It was entered in 1903, and, under the high scholarship standards set by Superintendent G. P. Putnam of that day, the high school pupils daily faced in the auditorium the Latin sentence "Hoc ex ludo ad Universitatem Texanam itur," over the arch of the stage. As soon as any "accrediting" and "affiliating" was provided for Texas high schools El Paso High sought recognition. It has maintained its Southern Association membership continuously since 1913.

"Old El Paso High" had set for itself the task of both meeting and meeting creditably the best college entrance standards of the entire country, for its graduates have attended a wide selection of colleges. For many years the school system maintained in reality thirteen grades, children of age six

being in the first public kindergarten established in Texas. For six years after 1920 the high school, which had entered its present large modern building in 1916, maintained a Junior College as a separate institution under the same roof. This was later taken over by the College of Mines, branch of the University of Texas, located in El Paso, through obtaining from the legislature added appropriation for academic college work. This was the first public Junior College in Texas when it was established as an outgrowth of the high school.

The isolated location of El Paso on the Southwestern border of this country, in a semi-arid region with other cities hundreds of miles away, has contributed to a certain degree of individuality, independence, initiative, and self-reliance on the part of the city and its high school. At present there is another high school, Austin High, for a newer section of the city, Bowie High in a section preponderantly Mexican in its residents, and a Vocational High School, not to mention a fifth small high school for the few Negro residents, who have a school of 300 pupils with sixty in their high school.

Probably other sections of our country do not sufficiently recognize the conditions under which a border city like El Paso has grown up and the intense pride felt by its residents in its public school system and its "high school." El Paso looks back on its eighteen-eighties just as other parts of the United States look back on Jamestown and Plymouth Rock. Those sixty years are full of local history, full of change, political conflict, and civic struggle, until events of two generations ago take on the aspect of hoary age.

But El Paso does not forget, nor do teachers let high school pupils forget, that long before Jamestown was settled or Plymouth Rock was landed on, Europeans passed through, fought in and conquered, this region. The first permanent white settlement in Texas was near El Paso. Our high school pageantry has depicted this history. Nothing more typically American could be found than "Old El Paso High" at this pass in the mountains where the Rio Bravo del Norte, now the Rio Grande, breaks through, and the transcontinental airplanes look down on the desert trails trod slowly and painfully by Coronado, by Cortez's captains, by Humbolt, and by the "49-ers." And overlooking the rich river valley and the city is an L-shaped building to which the youth of the city are sent for education and inspiration, "Old El Paso High."

Knoxville High School

By W. E. Evans

Principal, Knoxville High School, Knoxville, Tennessee

Knoxville Senior High School has eight curricula : literary, business, home economics, industrial arts, law and government, art, music, and science. There are fifty-four units of work offered, covering the following fields : English, mathematics, languages, history, science, commercial work, industrial arts, home economics, art, music, physical education, R. O. T. C., Bible, and library. The attendance is 2,200, about equally divided between boys and girls. Two hundred are graduated in January, and 350 in June. A summer school is conducted each year with an attendance of from 150 to 175. Tuition is $15.00 for two studies, and the school runs for eight weeks.

Two special features have been introduced into the high school in the last few years. For the fourth year, we are regularly broadcasting our two chapel exercises each week on Tuesday and Thursday, and broadcasting school activities from our own studio on Monday, Wednesday, and Friday. We have also bought and paid for a motion picture machine, and this year we are putting on an extensive program of visual education in classes and in the assembly hall. Three radios are accessible to teachers for class use each period of the day.

Many of our organizations have secured wide recognition outside the school, particularly athletic teams, band, orchestra, and chorus. In dramatics we have won first place in the state ; in oratory, ninth in the national contest. In the Big Five Contest at the University of Tennessee, we won first place in extemporaneous speaking and second in original oratory. The *Blue and White* has placed first among schools of its class a number of times and has edited the *Knoxville Journal* one day each year. The commercial department publishes a weekly news sheet in mimeograph form. The student council is prominent among other schools, and the Southern Convention was held in Knoxville last year. Our R. O. T. C. has had honor rating every year except three since its organization in 1919. New clubs organized recently are : archery, aeroplane, kodak, and junior hiking. The Junior Red Cross supervises Thanksgiving baskets, also Christmas presents to children in Pickle, Beaumont, and Perkins Schools.

New features in the curriculum last year were a cooking class for boys, integrated mathematics for seniors, and commercial geography. A linguaphone was used for the first year in modern languages. A generalized science for seniors and a safe-driving course as elective for everybody are planned for this year.

Character organizations have probably made the best progress of any year. Such organizations as the Hi-Y, Girl Reserves, Student Council,

National Honor Society, Junior Red Cross, Big Sisters Club, R. O. T. C., *Blue and White*, and Fellowship Club have coöperated to unify and focus character guidance. Intra-mural activities for boys and girls have been rapidly extended during the last three years, so that practically all pupils who desire may participate in individual and group recreational activities. Vocational guidance is making rapid progress. All "9A" classes spend six weeks in vocational guidance study in connection with their citizenship course. Standardized vocational tests are given to all 9A's and again to 11A's. Placement follows graduation.

High School pupils are making good in higher institutions. Our athletes may be found on the University of Tennessee teams every year, and many of the higher officers and sponsors in the University R. O. T. C. are our high school graduates. Many special honors are granted to our students during commencement activities. Last year we won the following recognitions: the Eben Alexander Greek medal, Senior Latin Foundation Scholarship, D. S. P. scholarship key, Druesi Improvement Award, D. A. R. American History Scholarship, first and second highest scholarship in the School of Commerce, Danforth Foundation Award, Knoxville Pan-Hellenic Scholarship, Mathematics Prize, Rush Strong Medal for an essay entitled "The Value of Truth," first and second prizes in the School of Law, first and second prizes for Encyclopedic Law Dictionary, Freshman Cap and Gown Award, and Junior Cap and Gown Award.

The development of the course of study in the Knoxville High School is shown briefly in five-year periods as follows:

1914. English, Algebra, Geometry, Latin, German, Sewing, Cooking, Manual Training;

1920. Additions: French, Spanish, General Science, Bookkeeping, Commercial Arithmetic, new Home Economics Courses, Auto Mechanics, Art, Physical Education (Girls, Boys), Music, R. O. T. C.;

1925. Additions: Dramatics, Advanced Arithmetic, Community Civics, World History, Debate and Forum, Advanced Bookkeeping, Office Practice, Economics, Commercial Law, Business English, Salesmanship, Mechanical Drawing;

1930. Additions: Public Speaking, Speech Improvement, Psychology, Costume Design, Applied Design, Home Hygiene, Mechanical Drawing, Architectural Drawing, Mill Work, History and Appreciation of Music;

1935. Additions: Speech, Practical Physics, Sociology, Retail Selling, Child Care, Health, Household Economics, General Metals, Printing, Theory and Harmony, Bible;

1937. Additions: Trigonometry, Integrated Mathematics, Applied Mathematics, Electricity, Commercial Geography, Daily Living (Boys), Senior Science.

The growth of the various high school departments measured over the same period of time is shown in the following table by listing the number of teachers:

Department	1914	1920	1925	1930	1935	1937
English	4	6	11	14	15	15
Mathematics	2	5	9	7	7	8
Modern Languages	2	4	7	6	6	6
Social Science	1	4	7	8	10	9
Natural Science	4	5	11	8	7	7
Home Economics	2	3	4	3	4	4
Mechanical Arts	1	1	2	5	5	5
Commercial	1	1	4	7	10	9
Art	0	0	2	1	1	2
Library	1	1	1	1	2	4
Music	0	0	4	2	3	3
Military	0	2	2	2	2	3
Physical Education	0	0	3	3	4	4
Bible	0	0	0	0	1	1

The enrollment of pupils from year to year is given below:

Date	Boys	Girls	Total
1914-15	272	346	618
1915-16	317	426	743
1916-17	340	424	764
1917-18	342	532	874
1918-19	348	534	882
1919-20	373	532	905
1920-21	550	798	1,348
1921-22	691	909	1,600
1922-23	763	915	1,678
1923-24	831	991	1,822
1924-25	802	892	1,694*
1925-26	798	875	1,673*
1926-27	781	864	1,645*
1927-28	769	954	1,723
1928-29	771	954	1,725
1929-30	703	845	1,548*
1930-31	902	989	1,891
1931-32	953	952	1,905
1932-33	1,065	1,091	2,156
1933-34	1,112	1,085	2,197
1934-35	1,061	1,090	2,151
1935-36	1,071	1,158	2,229
1936-37	1,061	1,187	2,248
1937-38	1,015	1,158	2,173

* Decreases in enrollment were due to transfers of 9B and 9A students to the six junior high schools as they were opened up in different sections of the city.

Since 1913 Knoxville High School has had four principals: W. F. Fleming, 1913-14; Samuel Hixson, 1914-16; E. E. Patton, 1916-17, at present

director of Draughon's Business College, Knoxville; and W. E. Evans, 1917 until the present. The last three superintendents of the Knoxville schools have been W. E. Miller, 1911-25, now at Snowden School, Memphis; Homer P. Shepherd, 1925-31, now superintendent of schools in Lynnhurst, New Jersey; and Harry Clark, 1931 to the present time. Superintendent Clark brought to the position unusually varied and successful experience as teacher in normal schools, principal and superintendent of schools, professor of secondary education at the University of Tennessee, head of department of education and director of summer school at Furman University, and president of Judson College. Verily a superintendent of schools needs a variety of experience![1]

[1] Superintendent Clark was for a number of years quite active on the Commission on Secondary Schools of the Southern Association and was in fact Secretary of the Commission, 1916-20.—EDITOR.

McComb High School

By D. L. Blackwelder
Superintendent of Schools, McComb, Mississippi

The early records of the city were destroyed by fire and the information concerning the schools of McComb before the year 1885 has been given by individuals who depended upon memory. In the early days, the building used as the Central School was constructed by the Mississippi Valley Company, and Colonel McComb contracted with teachers and guaranteed their salaries. In 1880 J. M. Sharp established a school for boys in East McComb, but he sold his interest in 1882 to another party. C. S. Kellogg also had a school for boys at this time located in North McComb.

After Colonel McComb left, the city government manifested little interest in education, and the public schools were entirely under county supervision. In 1885, the town appropriated $80.00 for payment of rent on two buildings, one in East, the other in West McComb. In 1886, an ordinance was passed to levy a tax of two and one-half mills to operate the public schools for three months. This tax, however, was repealed during the year. In 1887, the school desks were left in the care of individuals to be used in private schools. The year 1888 is interesting, for the city government appropriated the sum of $75.00 per year for the use of the public schools; but when the city government found that the privilege tax belonged to the school fund, the appropriation was withdrawn. This act prompted some progressive men in the community to appear before the city board and ask that McComb be made a separate school district. At the same time it was asked that a tax be placed on real estate, personal property and on persons to carry the schools for not less than three months. This request was unanimously denied.

In 1890, when Dr. O. B. Quin became mayor, one of the first acts of his administration was to "create the limits of McComb into a separate school district." During this year, the school term for the first time was extended to eight months, the entire enrollment being 222.

From 1891 the enrollment increased rapidly, but only a grammar school was maintained until 1896, when two years of high school work were added to the curriculum. The handbook of McComb City Schools, issued by Superintendent H. P. Hughes (now deceased) in 1905-06, gives the following information:

High School enrollment:	9th grade,	23
	10th grade,	20
	11th grade,	12
	Total,	55

The following letter certifies to affiliation with the State University and insures to our graduates admission to the Freshman class of that institution without examination:

University of Mississippi
Chancellor's Office

Prof. Henry P. Hughes, McComb, Miss.,

Dear Sir:—The McComb City High School, under your administration, is placed on the list of coördinated schools. This action was taken by the Faculty in accord with the report of the committee which last visited your school. Pupils will be admitted without entrance examination, on your certificate, in the following topics: Latin, English, History, Mathematics, and Physics.

Very truly,
R. B. Fulton, *Chancellor.*

April 19, 1905.

Outline Course of Study

Year	First Term	Periods Per Week	Second Term	Periods Per Week
First	English	5	English	5
Year	Arithmetic	5	Arithmetic	3
	Literature	2	Literature	2
	Latin	5	Algebra	5
	Mississippi History	5	Latin	5
	Intellectual Arithmetic	3	Civil Government	5
Second	Rhetoric	5	Rhetoric	5
Year	Algebra	5	Algebra	5
	Latin	5	Latin	5
	Arithmetic	3	Physics	3
	Literature	2	Literature	2
	English History	5	English History	5
Third	Literature	2	Literature	4
Year	Latin	5	Essays	1
	Geometry	5	Latin	5
	General History	5	General History	5
	Physics	5	Geometry	5
	Algebra	3	Geology	5

A four-year high school course was offered in 1910, and the high school became a member of the Southern Association in 1914. The high school pupils attended the present Grammar School building, built in 1903, until the present High School building was erected in 1916. A number of changes have been made in the arrangement of the building to accommodate the increased enrollment. The High School enrollment during the past fifteen years has been as follows:

1924-25, 400	1931-32, 430
1925-26, 420	1932-33, 400
1926-27, 390	1933-34, 380
1927-28, 390	1934-35, 440
1928-29, 410	1935-36, 470
1929-30, 400	1936-37, 480
1930-31, 400	1937-38, 480

1938-39, 495

Four courses of study are offered : college preparatory, general, commercial, and diversified occupations. These four courses lead to the high school diploma. The college preparatory, as the name indicates, is to be followed by students planning to enter college upon graduation from the high school. The general course will give the necessary units for entrance to colleges that are more liberal in their entrance requirements but is not so specific as the college preparatory course. Students who plan to enter college upon completion of the high school course are asked to check the units earned, at the end of the tenth grade, with the required and elective entrance units specified by the particular college they plan to enter. Students are permitted to change courses when necessary.

The requirements for graduation in the college preparatory course are eighteen units, of which sixteen must be literary courses giving one-half unit credit per semester. The remainder required to make up the eighteen units are to be taken in courses giving one-quarter unit credit per semester.

Required Units for Graduation

English	5 units
Social Studies	3 units
Algebra	1½ units
Geometry	1 unit
Physics, Chemistry or Senior Science	1 unit
Foreign Language	2 units
General Science (Boys), or	1 unit
Home Science (Girls)	1 unit
Total	14½ units

The remaining one and one-half units, in order to make up the sixteen units, are to be selected from the courses marked "elective." To make up the remaining two units, above the sixteen literary units, students are given one-quarter unit per semester for physical education, piano, band, and speech education. Physical education is required of all students except those excused by doctor's certificate.

The requirements for graduation in the general course are eighteen units, of which sixteen must be literary courses giving one-half unit credit per semester. The remainder required to make up the eighteen units are to be taken in courses giving one-half unit credit per semester.

Required Units for Graduation

English	5 units
Social Studies	2 units
Algebra	1½ unit
Business Arithmetic	½ unit
Physics, Chemistry or Senior Science	1 unit
General Science (Boys), or	1 unit
Home Science (Girls)	1 unit
Total	11 units

The remaining five units are to be selected from the courses marked "elective." To make up the remaining two units, above the sixteen literary units, students are given one-quarter unit per semester for physical education, piano, band, and speech education. Physical education is required of all students unless excused by doctor's certificate.

The commercial course in the McComb High School is open to students who have completed the 10th grade. Students who elect to specialize in the commercial course are advised that it does not prepare for college. However, most colleges give entrance credit for a limited number of high school commercial units. Besides the practical value of commercial subjects, the school authorities believe there is also a cultural and disciplinary value. "Commercial education provides subjects of immediate utility, that develop and strengthen certain qualities of mind which make toward success in personal, social and business life; namely, integrity, industry, intelligence, initiative, self-reliance, adaptability, and responsibility in service."

Efficiency in the writing of shorthand requires clear thinking and the exercise of much judgment to reproduce the thought and language of the stenographer's manuscript. The study of bookkeeping provides the opportunity to develop habits of neatness, accuracy, punctuality, and at the same time it fosters initiative in the student. Typewriting is of great practical value and is one subject that every one can find a use for in life. This subject develops habits of accuracy and trains the pupil in concentration. The pupil sees the economy of doing things in the right way.

The requirements for graduation in the commercial course are eighteen units, of which sixteen must be courses giving one-half unit credit per semester. The remainder required to make up the eighteen units are to be taken in courses giving one-quarter unit credit per semester.

Required for Graduation

English	4 units
Social Studies	2 units
Algebra	1½ unit
General Science (Boys), or	1 unit
Home Science (Girls)	1 unit
Business Arithmetic	½ unit

Business Training	½ unit
Typewriting	1 unit
Bookkeeping	2 units
Shorthand	2 units
Total	14½ units

The remaining one and one-half units, in order to make up the sixteen units, are to be selected from the courses marked "elective." To make up the remaining two units, above the sixteen, students are given one-quarter unit per semester for physical education, piano, band, and speech education. Physical education is required of all students unless excused by a doctor's certificate.

With the opening of the 1938-39 school session, the course known as the "diversified occupations" begins its fourth year as a part of the McComb High School curriculum. This program involves arrangements by which local employers agree to accept students on a part-time basis and the school undertakes to give instruction that is correlated with the work experience. The diversified occupations course plans to supply training under conditions of actual work and along many other lines that are usually contemplated by schools. Furthermore, it gives young people who do not intend to enter college a means to secure permanent jobs.

When a student elects to follow the diversified occupations course, an hour and a half of each school day is spent studying subjects that are related to his line of work. The other part of the school day, up to noon, is taken up with regular classroom work. The afternoon is given to working on the job. A daily report of the work done by every student is made and filed with the coördinator, under whose supervision this work is carried on. Daily contacts are made by the coördinator in his visits to students in order to make a check on the work they are doing. The classroom work is coordinated as closely as possible with that of the work chosen by the student while on the job. Since this course was placed in the high school curriculum, at the beginning of the 1935-36 school session, it has proved to be a very successful program. The splendid coöperation shown by the business firms of the city has contributed much to its success. The requirements for graduation in the course are eighteen units, of which sixteen must be courses giving one-half unit credit per semester. The remainder required to make up the eighteen units are to be taken in courses giving one-quarter unit credit per semester.

Required Units for Graduation

English	4 units
Social Studies	2 units
Algebra	1½ unit
Business Arithmetic	½ unit

General Science (Boys), or	1 unit
Home Science (Girls)	1 unit
Related Subjects	2 units
Shorthand, Bookkeeping and Typing	2 units
(To be selected)	
Total	13 units

The remaining three units, in order to make up the sixteen units, are to be selected from the courses marked "elective." To make up the remaining two units, above the sixteen, students are given one-quarter unit per semester for physical education, piano, band, and speech education. Electives are sociology, physiology, science, business training, business arithmetic, commercial geography, foreign language, shorthand, bookkeeping, typing, band, piano, glee club, and speech education.

School activities include the publication of the weekly school paper, *Tiger Rags*. The publication is sponsored by the Senior Class with a member of the faculty serving in an advisory capacity. Club organizations include glee club, girl reserves, dramatics, debate, Spanish, French, Latin, and student forum.

The present available records name the following men who have served as superintendent of McComb Schools: W. B. Mixon, Charles Webb, G. P. McFarland, T. H. Locke, B. F. Hughes, H. P. Hughes (1901-1914), W. C. Williams (1914-1920, now Superintendent of Schools, Greenwood, Mississippi), Joseph E. Gibson (1920-1936, now Professor of Education, Tulane University, New Orleans) and the present superintendent, D. L. Blackwelder. Miss Perla Otken, Assistant to the Principal, was principal from 1910 to 1936, when Arthur R. Colmer became principal.

The physical plant of McComb City Schools includes six buildings with the following enrollment:

High School	495
Grammar School	415
East McComb School	400
North McComb School	137
South McComb School	210
Total White	1,657
Burglandtown (Negro) School	340
Grand Total	1,997

Academy of St. Genevieve-of-the-Pines, Asheville, North Carolina

By Mother R. Stelling
Principal, Academy of St. Genevieve-of-the-Pines

The traditions of St. Genevieve-of-the-Pines date back over a hundred years, when an eminent educator, Reverend Louis Lafosse, began in Normandy, France, a small school in which he instilled his principles of thorough teaching and his high standards of right living. Not only was he himself animated with these high purposes, but he trained a group of teachers who would carry on the devoted task of educating youth. Thus was founded the Order of the Sisters of Christian Education, whose members are now conducting schools in France, England, Belgium, and the United States.

No better choice could have been made of a foundress for the first American school than Reverend Mother Deplanck, an ardent follower of Father Lafosse, who, inspired by his far reaching educational influence, started in 1908 St. Genevieve-of-the-Pines, in Asheville, North Carolina. The foundation was an humble one ; classes began in a small house on Starnes Avenue with the enrollment of twenty-two pupils, seven of whom were in the high school. The course of study was simple then in comparison with the work now offered at St. Genevieve's. Three years later, the school, because of the great increase in pupils, moved to its present site on Victoria Road.

Reverend Mother Deplanck, the guiding spirit of St. Genevieve's, died in 1915, two years after her school was accredited by the Southern Association of Colleges and Secondary Schools. She was succeeded by Reverend Mother Lorin who continued her noble work and made St. Genevieve's what it is today. Under her leadership, the faculty was increased, the curriculum strengthened, the campus enlarged, additional wings were added to the main building, new classrooms were constructed, and several new buildings have been constructed on the campus, among them the junior college and the well-equipped auditorium. Under the guidance of American and European professors including a number of secular teachers who hold degrees from leading colleges and universities, the high school work is carried on.

The ultimate end of St. Genevieve-of-the-Pines, a boarding and private school for girls, is to offer to young ladies the best possible opportunities and facilities for broad and deep culture, a careful and exact training through a liberal education under Christian influences. It consists primarily in preparing girls for what they must be and for what they must do here below in order to attain the sublime end for which they were created—eternal happiness. The education which St. Genevieve's wishes to impart is that which procures the harmonious development of the entire woman. It is

complete and embraces body, intellect, and will, knowledge of duty, virtuous and religious habits. To send forth to the world women of sound judgment, of cultivated mind, of upright conscience, is the constant thought of the Sisters of Christian Education, whose lives are devoted exclusively to the formation of youth.

The general scholastic purposes of St. Genevieve's are to teach pupils how to study, how to think, to form their own opinions, to make their own appreciations, and how to judge according to correct standards. In its aesthetic objectives, St. Genevieve's strives to cultivate a love of the beautiful, to develop leadership, to provide worthwhile inspirations for leisure time, to inspire high and noble ideals of thought, action, and judgment.

The curricula include units required by the Association of Colleges and Secondary Schools of the Southern States with a wide choice of cultural electives necessary to give a broad education. The high school student has the advantage of four years of French under native professors. The courses include daily conversation, grammar, translation, composition, dictation, and literature. French III and IV are conducted entirely in French, and each year the Minister of Public Instruction, as representative of the Government of the French Republic, offers through the French Consul at Philadelphia a much coveted prize for French Composition, stamped with the Government Seal. All subjects of the varied curricula are given equal attention, and appropriate awards are offered each year for Christian Doctrine, school spirit, courtesy, athletics, art, music, English composition, Latin, mathematics, sciences, and other subjects.

The Academy of St. Genevieve-of-the-Pines, accredited by the Southern Association of Colleges and Secondary Schools in 1913, has maintained its membership continuously since that date. During these years, members of the faculty who attend the meetings of the Association have enjoyed the contact with the educational leaders of the South and have been impressed by the spirit which animates the organization—a spirit that devotes itself wholeheartedly to the education of youth.

True to her traditions, yet ever ready to examine new tenets in education, St. Genevieve's Academy in 1936-1937 gladly accepted the invitation to be numbered among the two hundred high schools participating in Cooperative Study of Secondary Schools. St. Genevieve's feels that it has gained much by sharing in this nation-wide movement. The purpose of the study, the associations with the personnel, and the spirit of this educational endeavor have proved a stimulating impetus to the work of the high school department at St. Genevieve's. The faculty of the Academy of St. Genevieve-of-the-Pines feels that the criteria established and the evaluations determined by the Coöperative Study of Secondary School Standards have done and will do much for the distinctive character and the eminent quality of high school work in the great and far reaching realm of education.

The Boys' High School of Atlanta

By H. O. Smith

Principal, Boys' High School of Atlanta, Georgia

It is difficult, perhaps impossible, at this day to conjure up an adequate conception of the conditions—material, social, economic—that surrounded the beginnings of the Atlanta Public School System. The "City" was the Atlanta of "Gone With the Wind"—an Atlanta emerging from the bombardment and devastation of 1864, the subsequent military occupation, and the strained and vexatious years of "Reconstruction." It is rather remarkable that, within a brief eight years after the destructive passing of Sherman's Army, the resurgent Atlanta had given deliberate and searching attention to the matter of providing for the education of its youngsters and had created a complete municipal public school system, including eight years of primary and grammar schools and two high schools—the Girls' High School and the Boys' High School, organized for courses of three years.

The Common Council of the City of Atlanta created the school system by ordinance in 1870. The Boys' High School received the first contingent of students, to the number of about 100, in February, 1872. The course of study prescribed was essentially the traditional secondary school program of that day—the program of subjects required as proper preparation for admission to colleges of liberal arts and to the schools for training for the "learned professions"—Law, Medicine, and Divinity. Through all the vicissitudes and developments in educational purposes and techniques, the Boys' High School has to this day been preserved, through the sometimes devious policies of successive Boards of Education, fundamentally the academic, public, college-preparatory school. In the past thirty years, to my own personal knowledge, no less than eighty per cent of the annual graduates have gone on to institutions for the higher education. Of the 265 graduates, for instance, of the Class of 1938, we know 215 to be enrolled in college at this time of writing (Oct. 15, 1938).

The academic studies—English, mathematics, sciences, foreign languages (Latin, Greek, French, German, Spanish) and history (rather than social sciences)—have constituted the dominant elements in the curriculums. Mathematics and the sciences have undergone little change in many years, though recent texts are, perforce, somewhat easing potential expectations of requirement. Greek faded out about twelve years ago. Enrollment for Latin is slowly, but steadily, diminishing under the influence of liberalization of college entrance requirements. Under the same reluctantly established influence, students show a tendency to take but the minimum of modern languages. English is a requirement throughout the course in the school. History and the social studies are swamped in popularity. Science enroll-

ment is growing under an enforced popularity. Mathematics is holding its own. Such is the picture within the school of the current tendencies in academic curriculums.

In the process of growth and under the influence of popular and pedagogic tendencies in the several decades, the Boys' High School developed several divisions which were ultimately removed to form separate units in the Atlanta School System. For many years, the three-year Boys' High School had a two-year Business Department, with a curriculum consisting of English, arithmetic, commercial law, stenography, typing and bookkeeping. In 1917, this division was removed to merge with the English Commercial Department of the Girls' High School into a separate high school, the coeducational Commercial High School. In 1909, the Technological Department of the Boys' High School was removed to establish the separate Technological High School. These removals to create new high school units were necessitated by lack of room in the building then occupied by the Boys' High School and by the impossibility of any expansion of facilities, because of inadequate grounds in the congested central business district where the Boys' High School was located. These necessities of removal of non-academic divisions of the school have kept the Boys' High School "academic." The increase in separate high school units, though a virtue of necessity rather than the outcome of deliberate administrative policy, has no doubt been of entirely wholesome effect in promoting growth of high school enrollment and in preserving and developing a more efficient service, in the system as a whole, than would be locally maintained in the undifferentiated comprehensive high school.

Though the curricula and programs of study have continued to be in substance mainly of traditional academic subject matter, the development of the school exhibits many changes in methods of organization and administration—some, under direction of the Board of Education affecting the whole school system; some merely intramural, effected by the principals and the faculties. Until 1912, the curriculum was uniform for all students in the academic division, except for choice in languages, between Greek and German; promotion was annual and by classes—that is, failure in one subject of the curriculum required the student to repeat the entire work of that year; students remained in the one classroom in uniform and unchanging class groups throughout the day and teachers moved from room to room to conduct classes. In quick succession after 1911, the high schools by order of the Board became four-year schools, the first four-year class being that of 1912. Promotion by subject promptly followed, and the moving of students from room to room to assemble for classes in rooms assigned to the several teachers. Soon came semiannual promotions by subject. Gradually a liberal latitude of choice in combinations of studies has been developed, so that despite the constricted range of secondary-school subject mat-

ter, individual programs show a great diversity—so much so, in fact, that every student has to be scheduled as an individual, not as a member of a group. These developments, it will be noted, constituted an immeasurable liberalization in adjustment to the interests of the individual.

In 1916, the high schools faced the problem of fundamental adjustments, as a result of the sudden decision of the Board to reduce the elementary schools from eight years to seven. The 7-4 organization of the Atlanta schools lasted until the establishment of the K-6-3-3 form of organization in 1923. This reorganization threw the senior high schools into another period of readjustment, which extended over several years. The senior high schools became again three-year schools. For two years they received no incoming contingents from the city schools (1923-1925). Enrollments in the senior high schools naturally dropped to about one-half their normal at that time. Teachers had to be assigned to junior high schools during that period, only to be called back to senior high school service, as enrollment figures came back and rapidly passed the normal of the preceding years. The junior high schools, being a feature of the system new and unfamiliar to officers of administration, as well as to teachers, were assigned undertakings that after brief and unsatisfactory trial were reassigned to the senior high schools. In the adjustment that is current to date, the senior high schools have taken back in part the basic elementary work that belongs to the ninth grade, or the first year of high school. Consequently, the Senior High Schools are, in effect, four-year high schools under the K-6-3-3 plan.

In addition to the liberalizations in administration of 1912-1920 set forth above, the Boys' High School has instituted the further measures of (1) permitting late arrivals and early departures so as to require students to be on the premises only during that span of the school day that embraces their schedules of classes, of scheduling the individual's work, in so far as possible, in consecutive periods, and of eliminating study halls, and (2) of instituting the long period—six periods per day, of fifty-five minutes' duration. Except for the limited supervised and directed study rendered possible by the long class period, the student's preparation must be taken care of by home study. The student of average and above average ability must, in order to do his work creditably in the Boys' High School, study about three hours daily out of school hours.

In the constantly and rapidly growing needs of the schools, in the expansions of the service, the provision for adequate housing and equipment has continued to be an insuperable problem. From 1872 to 1896, the Boys' High School, beginning in two rooms in the basement of the Girls' High School building, was moved successively to several different quarters until in 1896, the old building at Courtland and Gilmer Streets was provided. From that building the Commercial High School boys and the Technological

High School were squeezed out by the congestion. On the first Sunday in January, 1924, the Gilmer Street building was destroyed by fire. For the remainder of that year the Boys' High School accommodated itself to an elementary school building that had been stranded by exodus of the white population from its neighborhood. In the fall of 1924, the Boys' High School and the Technological High School moved to occupy jointly the just-finished fragment of the Henry W. Grady Senior High School building on its twenty-three acres of ground. In these quarters, now consisting in large part of wooden portable two- and four-room structures, the schools still carry on in amity and mutual forbearance, except in the high-pressure stress of keen rivalry in sports, and other fields of competition in extracurricular activities. The intimacy in housing of these two schools, together with the emulation in activities, has been, I believe, an invaluable influence in the promotion of the civic virtues of appreciating and understanding the spirit and the purposes of the other fellow.

An exposition of the development of the Boys' High School should not be closed without mention of the R. O. T. C. The Boys' High School with an enrollment of 1,100 has a voluntary regimental organization with an enrollment of about 600. From meagre beginnings in 1920, this unit has developed an efficiency which has commanded for the past twelve years rating as "honor school" by the U. S. War Department. Judging by the deportment record of the boys that wear the uniform, one must conclude that this adjunct to the school organization is of great value.

This account of the Boys' High School has been kept intentionally impersonal. The list of distinguished persons who have served, or who have been served by, the school is too extensive for one to mention any within the limits of this article without injustice to those unmentioned. The Boys' High School has been coerced by circumstance into a continued existence as primarily a college preparatory public school. In this respect the school, as well as the community, has apparently been fortunate. The service of the school has been, and is, of high distinction. We are confident that its reputation stands nationally well within the foremost rank of American public high schools.

Historical Sketch of Chamberlain-Hunt Academy

By Colonel J. W. Kennedy

President, Chamberlain-Hunt Academy, Port Gibson, Mississippi

In the year 1828, Jeremiah Chamberlain, a young Presbyterian minister of Pennsylvania, came to the Mississippi Territory as a missionary. He located in the vicinity of the little village of Rodney on the Mississippi River where lived prosperous land-owners, but there were no churches and schools in the community. His first step was to organize a church. Next he organized a school. A room was rented in one of the old colonial homes, and school was opened with three pupils. In a short time the number had grown to thirty, which made larger quarters necessary; and the church was used for a time as a school building. The need for a school of higher learning was very evident, since the boys and girls had to travel long distances by river, train, and stage coach to reach the eastern schools. This need was presented by Jeremiah Chamberlain to the Presbytery of Mississippi, which then comprised all the present states of Mississippi, Louisiana, and the greater part of the Territory of Arkansas. After due consideration, the Presbytery of Mississippi decided to organize a college that would be under their control and offer courses in English, history, ancient languages, natural sciences, mathematics, Bible, mental and moral philosophy, evidences of Christianity, oratory and political economy. In addition to offering these courses, the college was to maintain a preparatory department.

In the winter of 1831 a charter was granted by the Legislature of Mississippi, and on the fourth of February, 1832, the name Oakland College was given to the new college. For thirty years during an era of sectional prosperity before the war between the states, this college was known and celebrated throughout the South. Some of the ablest jurists, statesmen, and divines the South ever had received their training at Oakland College. The first commencement was celebrated in 1833. It is believed that this was the first commencement ever celebrated south of Tennessee and that the late Hon. James M. Smyley was the first native Mississippian to receive the A.B. degree in his own state.

When that irrepressible conflict commenced between the states, professors and students laid aside their books for a temporary diversion with rifles and bayonets. Many of them fell asleep in that broad bivouac of the dead which stretches from the Potomac to the Rio Grande.

After the war no great effort was made to reëstablish the school in its locality. Death had apparently disorganized the directory. Students and professors were missing, and the general destruction of property of those engaged in the conflict had sadly diminished the revenues of the college. The college property was therefore sold to the state of Mississippi to be used

as an agricultural school for Negroes. The proceeds of the sale were devoted to the founding and endowing of a new institution to be the worthy successor of Oakland College. There was considerable competition among the towns and cities of Mississippi in endeavoring to secure for themselves the site for the new school. Port Gibson manifestly offered the greatest inducement and was accordingly chosen for its location. The school was chartered anew under the name Chamberlain-Hunt Academy in honor of the memory of the founder and first president of Oakland College and of David Hunt, a most liberal donor to the needs of the college.

In the summer of 1878 Dr. J. W. Kerr was elected the first president of the new institution, and the old Brasher Academy was secured as a place for the opening of the school. Because of the yellow fever epidemic, the school was not able to open in the fall of 1878. Dr. Kerr resigned and Professor J. H. Lecky was chosen to succeed him. In the autumn of 1879 the school was re-opened and has been running continuously and successfully ever since. Professor Lecky served as president of the school until 1883, when Professor W. C. Guthrie, a native of Virginia, was elected to succeed him. For twenty-four years he held this position. During his administration a new site was secured for the school on the outskirts of the town, where some magnificent new buildings were erected through generous donations of friends of education. Professor Guthrie served as president until the spring of 1907, when he resigned to enter a less strenuous life, and Professor B. R. Smith became president. He served just one year, and Reverend M. E. Melvin became the head from 1908 to 1914. During his tenure of office a campaign for endowment was made and the friends of the academy contributed the handsome sum of $100,000, used since as a permanent fund and the interest used for the development of the school. Many friends of the Academy have established memorial foundation scholarships, which enables many worthy boys to attend the Academy that could not otherwise attend. In June, 1914, Dr. Melvin resigned and Major W. G. Martin bebecame president, serving until 1916 when Dr. C. T. Thomson became the head. Dr. Thomson piloted the school through the trying years of the war and resigned in 1921 to take up his work again in the Presbyterian ministry. Colonel J. W. Kennedy was elected to succeed him and is still the president.

During the fifty-eight years of continuous service, some seven thousand students have attended the school. Its graduates have entered foremost colleges and universities of the South and East. A number have entered the government military academies and hold high rank in the army. Except for a few years the school has been operated under military organization. The policy of the Board of Trustees has always been to employ as instructors only those who are graduates of the best colleges and universities and who are masters in their respective fields. From the organization of the school courses have been offered in: English, mathematics, history,

science, Latin, French, Bible, social studies, and commercial courses. Special emphasis is placed on character development and every effort is made to form Christian character and ideals. During the early years of the school, work in the lower grades was offered but since about 1908 only high school courses have been offered. The Academy records show that the school entered the Southern Association of Colleges and Secondary Schools in 1911 and has maintained continuous membership.

Ouachita Parish High School

By Bettie Whitehurst Stover*
Head of Department of English, Ouachita Parish High School, Monroe, Louisiana

Ouachita Parish High School is proud of its location in Monroe, a city which traces its birth to the first permanent settlement in North Louisiana. Our school is proud, too, of its background of more than a century of activity in the field of education.

Late in the eighteenth century a band of French settlers fleeing from an appalling Indian Massacre at Natchez, Mississippi, found refuge among the friendly Indians along the banks of the Ouachita River and here, where Monroe now stands, made a settlement, calling it Prairie des Canots on account of the fleet of canoes drawn up on the banks of the river. In 1783 Don Juan Filhiol, having received from Don Estevan Miro, governor general of the territory of Orleans, a commission as commandant of the District of Ouachita, made a laborious journey from New Orleans up the Mississippi through the Red, the Black, and the Ouachita Rivers. At Prairie des Canots Filhiol found the highest land on the Ouachita River and in 1785 made a settlement here called Ouachita Post.

In 1790 Filhiol issued an order fixing the locality, size, and character of a fort called Fort Miro. In 1816 Filhiol filed a plat of the town of Miro showing a piece of ground on the river donated by Filhiol for public school purposes. Early on the morning of May 1, 1819, a steamboat, the first that ever turned wheel in the waters of the Ouachita, made its appearance at the landing. The entire population was so delighted that by unanimous consent the name Miro was changed to Monroe, the name of the little vessel.

It is not until 1811 that we have authentic record of any organized school activity. Apparently the first school was established under the auspices of the University of Orleans, for a report dated October 1, 1811, is made to the Board of Regents of that university. It is written in French. It describes the site of the school and the building to be erected and sets forth the rules of the school. It reads: "There are to be two masters, one to teach, in the French language, reading, writing, and arithmetic; the other to teach, in the English language, reading, writing, and arithmetic. Six pupils are to be given free schooling and the others must pay $1.50 per month. Special arrangements can be made for additional subjects."

By legislative approval March 14, 1827, the sum of $2.62½ was fixed as an annual appropriation for public school purposes by every voter in each of the parishes. Each parish was to elect five administrators of public schools.

* The greater part of this article is taken almost verbatim from a history compiled by Mrs. Fensky Terzia, Miss Olive Gunby, and Mrs. Lewis Slater.—Editor.

In 1828 the Ouachita School Society was incorporated under the control of these five administrators. The Society seems to have operated a boys' school located on a portion of the Filhiol donation.

Early in 1837 an act incorporating the Ouachita Male Academy stated that the State would appropriate $1,000 yearly for a period of five years if the Academy would instruct five indigent children per year. In 1840 the building for the Ouachita Female Academy, located on the square now occupied by the Central Grammar School, was completed. In a course of study dated 1866, we find that in all departments, primary, intermediate, and advanced, French and vocal music formed a part of the regular course. During these years, the Male Academy was conducted in a three-room frame building located on the lot now occupied by the Parish Grammar School.

In 1877 the City of Monroe first availed itself of the authority given it when the town was granted its first charter in 1820 to erect and operate public schools. In September, 1877, an ordinance was passed creating a public school system for the City of Monroe. The schools continued to operate as a boys' school and a girls' school. High school work was added in 1886, and in 1888 there were four graduates from the girls' school. In 1889 a girls' and boys' school was operated by the parish and city called the Ouachita Parish Central and High School. This school continued in the old Female Academy until the spring of 1894. At that time the city council of Monroe withdrew the city school committee from its association with the parish school committee.

In July, 1894, the parish school board unanimously adopted a resolution to build a high school in the City of Monroe, to be known as the Ouachita Parish High School. John T. Cole, President of the Board, Uriah Millsaps, parish superintendent, J. L. Kaliski, and Mrs. M. C. Handy were appointed a committee in charge of the building and operation of the school. The police jury voted $3,500 to erect a public school building provided Mr. Millsaps would raise $2,000 by private subscription. He easily raised nearly twice that amount, some leading citizens giving $200 each. In October, 1894, the Board authorized the construction of a building. John T. Cole, A. S. Gunby, F. G. Hudson, and Uriah Millsaps selected the plan and let the contract. This brick building located on the property originally donated by Don Juan Filhiol cost $8,101.45. It contained six large classrooms, an auditorium, basement, and enclosed play rooms and still stands as the central portion of our Grammar School Building.

H. E. Chambers was principal of the Ouachita Parish High School during 1894 to 1896. Associated with him were Clarence Ives, Miss Dee Gunby, and Miss Carrie McClain. Then came H. H. Byrd, who served three years. He was succeeded by T. O. Brown, who retained the principalship

until 1908 when he became parish superintendent, a position which he has filled continuously since that time.

During the session of 1899-1900 there were eleven grades in the school and only five teachers. Mr. Brown and the writer of this article did all the high school work. There were eighty pupils enrolled, twenty of them in high school. In 1903 the building was enlarged at a cost of $6,500. It now contained ten classrooms and a large assembly hall. In 1908 Mr. Brown became parish superintendent and Mr. Jack Hayes was made principal. For more than thirty years he has guided the activities of Ouachita Parish High School in ever-increasing capacity and efficiency. In 1908 a course in home economics was added, Ouachita Parish High being, perhaps, the first in the state to establish this course as a definite unit for graduation. In 1911 manual training was added and in 1927 a commercial course. In 1936 a speech department was organized. For years intensive training in vocal music has held a definite, accredited place in the curriculum.

In 1937 a vocational department was added under the direction of a coordinator in diversified occupations. It is the purpose of this department to prepare for various occupations pupils who may not be fortunate enough to go to college. Practical experience in many lines of work is secured through the hearty coöperation of the business men of Monroe and West Monroe. After a pupil is counselled and guided he is placed in a business establishment doing the type of work in which he is interested. He reports to this training center at one o'clock and works a minimum of four hours. A careful check is kept on the different duties the pupil performs, and these in turn are checked against an analysis to make sure that all phases of the job are covered in training on the job. A two-year study course in related material has been arranged to make a well-rounded worker. Help in merchandizing, nursing, secretarial work, and office management is given for girls and banking, aviation, mechanics, auto and radio repairing, neon sign building, merchandizing, and soft drink manufacturing interest boys. This is certainly a practical experiment in the more rapid and more successful absorption of the high school graduate into business.

The courses of study are much more liberal and democratic than of old, only eight of the sixteen credits necessary for graduation being required subjects. Last year there were 425 pupils taking home economics; 120, manual arts; 348, commercial subjects; and twelve, diversified occupations.

In 1919 the original brick building was enlarged to its present size—fifteen classrooms, assembly hall, parish superintendent's offices, and athletic rooms. In 1924 the present high school building was begun. It is interesting to note that all the Ouachita Parish High School property is part of the original Filhiol grant. In 1925 twelve classrooms were added; in 1927, twenty; in 1928, six. In 1931 an auditorium, cafeteria, and eight

classrooms were built; in 1936, a large study hall and eleven classrooms; in 1937 a gymnasium and a modern band room were erected at a cost of $110,000 on ground providing ample space for a number of tennis courts. The present plant includes sixty classrooms, four laboratories, a modern cafeteria, a commodious auditorium with excellent stage equipment, and a well-selected library of 6,200 volumes.

During the present session, the enrollment has already reached 1,821 in high school alone. The following table gives enrollment by classes for the years 1911 to 1938 inclusive:

Year	Freshman	Sophomore	Junior	Senior	Graduates
1911	38	26	20	10	10
1912	34	31	13	17	17
1913	33	24	13	10	9
1914	33	24	13	18	18
1915	31	32	14	17	15
1916	26	30	23	20	20
1917	31	36	27	24	24
1918	24	28	28	23	23
1919	33	28	27	27	27
1920	36	27	28	23	23
1921	33	31	29	37	37
1922	58	27	28	37	37
1923	61	43	41	33	33
1924	77	58	44	40	39
1925	218	114	75	57	48
1926	222	163	94	65	54
1927	254	148	140	83	81
1928	311	194	125	125	113
1929	344	244	147	97	80
1930	375	295	211	152	126
1931	377	324	251	179	154
1932	401	329	262	238	196
1933	455	331	277	220	195
1934	434	373	263	228	202
1935	479	406	315	250	217
1936	502	420	330	262	234
1937	567	466	344	287	254
1938	592	443	391	296	279

The teaching staff has increased from five to sixty-three, all proficient graduates in their particular fields. The high school is very closely co-ordinated with the grammar schools of the parish. This correlation has been made and maintained largely through the efforts of the assistant parish superintendent, Mrs. Chrissie H. Williams, who has held this office since its inception in 1919.

Believing that the happiest man and the most useful citizen is he who

finds greatest joy in living both with others and for others, Ouachita Parish High School encourages many types of extracurricular activity. Every department has its own well-organized groups. Bands, glee clubs, literary and vocational groups, philanthropic and cultural organizations, civic societies, school publications, and athletic teams of every variety flourish. The district and the state contests in literary, musical, and athletic events are of personal interest to every pupil enrolled. Ever since the district was organized, Ouachita has held first place, and hundreds of her pupils journeyed from one end of the state to the other to bring back first place in State Rally for two consecutive years, 1937 and 1938.

The school is operated on a pay-as-you-go basis and funds are always sufficient to meet the ever-increasing needs. No doubt the reason for this maintenance of a high standard of excellence through a long period of years is that human lives are verily built into the institution. Joe Renwick, president of the Ouachita Parish School Board, has been a member twenty-seven years and has never missed a meeting. Jack Hayes is beginning his thirty-first year, and T. O. Brown's fortieth year promises to be his best.

Woodberry Forest School

By J. Carter Walker

Headmaster, Woodberry Forest School, Woodberry Forest, Virginia

No school could have had a more modest beginning than Woodberry Forest. In 1889 Captain Robert Stringfellow Walker employed as a tutor for his own six sons J. Thompson Brown, a young man of nineteen who had just completed his second year at the University of Virginia. With him came his own younger brother, and several of Captain Walker's friends sent their sons to the little home school. In the ensuing years came the sons of other friends, and a second and later a third teacher were added.

During the decade of its infancy the little school found its home in the large dwelling owned and occupied by Captain and Mrs. Walker, now known as the William Madison residence, having taken its name from General William Madison, brother of the President, who once owned it, also in the Marye Cottage, so called because it had once been the home of General Madison's son-in-law, William Marye, and in two other frame buildings that were added early in this first formative decade.

The school had no library and no laboratories; indeed, scarcely a vestige of the elaborate equipment of a modern school. But it had two wonderful personalities. Captain Walker was an old Confederate soldier with a thrilling war record. He loved adventure and all his life was devoted to out-of-door sports. He was guide and leader. His high spirits and contagious enthusiasm endeared him to the boys under his care. "Soul of Honor" may be a much abused phrase, but it fitted Captain Walker, as every boy knew. They felt also that he was deeply religious. Mrs. Walker was a woman whose graciousness and charm won every heart. She was devoted to the boys, and her care of them and solicitude for their well-being and happiness knew no stint.

If Woodberry Forest was fortunate in its founders, it is most fortunate in its location. The estate from which the school takes its name was a portion of an original grant of land to Ambrose Madison, and was given to President James Madison's brother, William, on the occasion of his marriage. The home site is said to have been selected by three presidents, Thomas Jefferson, James Madison, and James Monroe, as they journeyed together on one occasion from Montpelier to Philadelphia. A sketch for the original dwelling was made by Thomas Jefferson and is now in the Library of the University of Virginia. The school, "bosomed high in tufted trees," crowns an eminence that commands a magnificent view of the Blue Ridge Mountains, some twenty-five miles distant, and of a great stretch of the rolling, hilly country of Piedmont Virginia, far-famed for natural beauty. It is within easy reach of several famous battlefields of the War between the States and

of other places of historic interest for which this section of Virginia is widely known.

Captain Walker never taught, but he was a shrewd judge of men, and the teachers he engaged were admirably qualified for their work in character, scholarship, and personality. In 1893 the school sent its first two students prepared for college to the University of Virginia, and in the following year two others. Three of these four were among the only nine to whom the degree of Master of Arts was awarded in June, 1897. Two had earned the Master's Degree in three years instead of the usual five, and the third in four years. The precedent set in the case if these earliest graduates, thoroughness of intellectual training in preparation for college, has been followed by those responsible for the administration of Woodberry Forest throughout the half century of its history with a determination that has admitted of no compromise.

In 1897 Captain Walker made a momentous decision. Encouraged by the success of his little home school, he determined to devote all his energy and all his resources to the establishment and development of a permanent school for boys. Two of his sons were grown, and a third was ready for college. All assured him of their eager interest and desire to join him in his undertaking. Accompanied by the eldest, the present headmaster, Captain Walker visited several of the outstanding schools of New England. He obtained the gracious permission of Dr. Endicott Peabody of Groton for the architect of the new school to spend several days at Groton to study both the buildings and equipment of that already widely known and exclusive school.

On the first of February, 1899, the central unit of what is now the main building opened its doors to receive the five masters and fifty-five boys from "The Residence" and the cottages at the other end of the lawn. They had hardly become settled in their new quarters when they were cut off from the outside world by three feet of snow and zero weather, the most severe blizzard ever recorded in northern Virginia.

The year 1899 was significant as the year in which Woodberry Forest was born again. Since then nearly four decades have swept by, years that have been crowded with activity. Three substantial additions have enlarged that first central unit. Houses A, B, C, D, and E, each occupied by one or more Masters, for the most part married men, and also by groups of boys, have been added to the school plant. Other buildings, each a centre of some important activity of school life, are the Chapel, with its beautiful memorial altar; Anderson Hall, a modern, well-appointed classroom building; and Turner Hall, the latest addition, impressive in architectural design and superior in construction, a building that will challenge comparison with the best to be found in any school in the land. The school

buildings now number eleven, and the grounds include four athletic fields, tennis courts, a large outdoor swimming pool, and an excellent golf course.

With the meagre resources available, the struggle at Woodberry Forest has had to be strenuous to acquire even the most necessary physical equipment. In this uphill fight the best progress has been made during the twelve years since the reorganization of the school in December 1926. As a result of that reorganization, in which the alumni took a leading part, the ownership of the school was vested in a Board of Trustees, and Woodberry Forest became, *de jure* and *de facto*, a non-profit-making institution, administered by the trustees exclusively for service in the education of boys. Three members of the Board are elected directly by the alumni. The Board itself fills other vacancies as they may occur. As constituted the Board represents the alumni, either directly, as in the cases of three members, or indirectly, as in case of other members who have been chosen from time to time by vote of the trustees. All the trustees serve without compensation.

No account of the reorganization that completely changed the ownership and government of the school should omit mention of Mr. William H. White, Jr., Chairman of the Board, an able and successful lawyer, now a member of the Law Faculty of the University of Virginia, who for twelve years has served the school with a depth of interest and a breadth of vision that have made these years of his administration a veritable new era.

Woodberry Forest is an unpretentious school. Although a school plant has been built up against great odds that is impressive in appearance, and in most respects excellent in construction, yet the trustees are keenly aware of deficiencies yet to be supplied. Friends of the school take less pride in the buildings or physical equipment of the plant than in the reputation Woodberry Forest has earned for thorough work, not only by the excellent records of its graduates in the colleges and universities of the South, but also by the success with which a large proportion of each year's graduating class enters the highest ranking institutions of the North and East by way of the examinations of the College Entrance Examination Board. The masters feel a just pride in the number of the graduates who have won Rhodes Scholarships, and especially in the fact that recently three were at Oxford as Rhodes Scholars at the same time, a record believed to be unique among American schools. In their work nothing gives the twenty masters the school now numbers greater pleasure than the spirit of good will and good feeling that prevails among the 220 boys of the student body and between the boys and the masters.

Captain Walker died in 1914 and Mrs. Walker in 1926, but the influence of their characters and their personalities in the school they founded and dearly loved has lived on. Of no other foundation could it be more true than it is of Woodberry Forest that an institution is the lengthened shadow of some outstanding personality, in this case of two personalities.

A Glimpse of Dublin High School Today

By Katharine Orr

Dean of Girls, Dublin High School, Dublin, Georgia

It's a far cry from the old days of "classical" and "scientific" courses offered in the Dublin High School to the existing curriculum. Today the emphasis is upon guidance, and the individual needs are met in an activity program that is broad in its scope and latitude.

Along with the raising of academic standards, there has been a corresponding rise in the morale of the student body and a steady "socializing" of personalities. The atmosphere today on the campus of the Dublin High School is that of easy naturalness and cheerful industry. There is an unmistakable air of freedom and good fellowship about the place. Indeed this unity of work and play, this congeniality of teacher and pupil, has been the subject of much comment on the part of visitors.

The Dublin High School has been a member of the Southern Association of Colleges and Secondary Schools since 1913. Under Superintendent A. J. Hargrove, a junior high school was added in 1934, and the enrollment of junior and senior high is 500. The entire system is organized on a 6-2-3 basis, the second year of the middle or junior high unit being the first year of traditional high school work. Miss Hope Chavous is principal of junior high. There are several courses in exploratory work in the junior high course of study.

Miss Zipporah Kidd is principal of senior high. Included in the senior high faculty is a dean of girls and a dean of boys. Under the present program not only are there periodic counsellings, but at all times conferences are available and encouraged. The course of study offered now in the various departments of the Dublin Senior High School is made up from the following subject fields:

English: grammar, American and English literature;
Mathematics: elementary algebra, advanced algebra, geometry;
Science: general science, health, biology, physics, chemistry;
Social Science: American history, world history, economics, sociology;
Languages: French, Latin;
Commerce: bookkeeping, shorthand, typing, commercial geography;
Home economics.

Any outline of the above type appears traditional. However, Dublin's chief claim to progress is the enrichment of this curriculum in its attention to individual needs as they appear in the class and home-room.

The graduates of the last ten years number as follows:

1929.....39	1934.....59
1930.....41	1935.....67
1931.....48	1936.....100
1932.....71	1937.....99
1933.....81	1938.....113

Ten years ago the extracurricular program consisted solely of two literary societies, with two grades in each society. Briefly they were nothing more than the Friday afternoon declamation contests where the pupil got up and laboriously participated in the program of recitations, debates, and musical numbers.

Today the extracurricular activities are met with the maximum of enthusiasm and results. It was under the able leadership of Miss Kidd and Mr. Hargrove in senior high school that the school withdrew from the state school meets to concentrate on more students within the school. Thus instead of a select few to represent the student body, every pupil is reached and provision is made for everybody. In addition to athletics, there are the following clubs: music, Junior and Senior Girl Reserves, Junior and Senior Hi-Y, dramatic, art, commercial, writers', practical arts, band, and orchestra. The band has some thirty members, and besides the enjoyment the members derive from being a part of this splendid group of players, they receive credit in music at the end of the year.

The social life of the Dublin High student is varied and full. In the handsome home economics annex there are frequent entertainments. Whether it be a tea for the new girls, a party for some visiting football team or a Hi-Y banquet, always it is a student affair. The students plan it and experience it, and develop their initiative and confidence in the social amenities.

Mr. Hargrove recently initiated the practice of offering to commercial students the opportunity of doing actual office work. By agreement with merchants and business men in town, the students are employed on real jobs and for one week in the year they report down town for duty rather than to school. This has proved wonderfully successful, not only in the personal gain in self-confidence and experience, but it has opened up many avenues for later and remunerative positions. Plans are now under consideration to enlarge this program in the near future. Another innovation inaugurated by the present superintendent, which is far reaching in its effect, is the program of visitation, which brings the parent and teacher into closer contact. Every home represented in school is visited by the home-room teacher and there is attained a subsequent friendship and understanding that leads to mutual coöperation.

The practical treatment of the curriculum, the fostering of a variety of interests, the spirit of camaraderie between faculty and students—all these values complete the student's personality and release that timidity that so often cloaks the high school graduate upon his entrance into the unexplored sphere of life.

Thomasville High School

By H. R. Mahler

Principal, Thomasville High School, Thomasville, Georgia

The early history of secondary education in Thomasville is contained in a report to the Board of Education by Charles P. Hansell in May, 1907, when this body was trying to secure title to the old South Georgia College property which housed the high school for twenty-four years. This report reads as follows:

Mr. H. J. MacIntyre, President of Board of Education:

In compliance with your request on behalf of the Board that I give you the facts as stated by me in the meeting at the Courthouse, I have to say that I have no record of just what I said at that time, but will give the facts in connection with the Fletcher Institute as I now remember them.

I came to Thomasville first in the fall of 1852, and my recollection is that the Fletcher Institute buildings, two of them, were then on the campus where the Public Schools are now being taught, and from conversation with other boys at that time and afterwards I understood that school had been in operation for some years prior to that time, and had been in a much more flourishing condition as to the number of teachers and pupils some years before than it then was. This recollection is borne out by finding from the records that the deed from Hardy Bryan to "P. P. Smith and others, Trustees of Fletcher Institute" was executed June 12, 1848, recorded June 14, 1848, Book E, page 279, and that P. P. Smith had made to R. H. Luckey and to himself, as an individual, deeds to certain parts of that property, November 10, 1849, and to various other parties from that time on to 1854, 1855 and possibly later.

In 1854, February 9, a Bill was passed by the Georgia Legislature incorporating Fletcher Institute. In that P. P. Smith and twelve others were named as incorporators, the number to be added to by the Florida Conference not to exceed twenty-three in all, and the majority at all times to be "travelling preachers of the Florida Annual Conference, M. E. Church, South," but nowhere in said Act or by any deed that I have been able to find was the title to this property ever regularly conveyed to either the Florida, or the South Georgia and Florida, or the South Georgia Conference.

The school did not flourish after I knew it, but continued to run down until in the fall of 1856 a Committee from the Trustees went to my aunt, Miss C. A. Hansell, and invited her to take charge of the girls' department. She agreed to this on the express condition that it was to be a school entirely independent of the Board of Trustees. I am clear about this point, because she was at that time living at my father's house, and I heard the matter talked over between her and my father more than once before she decided to accept the proposition, as she then had quite a large number of girls attending her school in the old Academy. At that time, the fall of 1856, I for the first time went to school at Fletcher Institute. Rev. R. H. Luckey and Mr. C. S. Rockwell had charge of the boys' school.

In 1857 Mr. Milton Wilder took entire charge of the school, selecting his own teachers for both departments, and it was run as an independent school. A Mr. Dodd succeeded him about 1859 or 1860, and M. E. McNulty succeeded him. At

the close of the war there was no school in the houses at all, but about the fall of 1866 Mr. John E. Baker took charge of the school and ran it as one school for both boys and girls until he was made President of Young's College. Mr. A. Q. Moody then succeeded him, and about that time, say 1869 or 1870, the houses were so dilapidated as to be considered unsafe, and the Ciceronian Debating Club, an organization of the young men, having raised some money for that purpose, got permission and a contract of some kind under which they repaired the building known as the Boy's schoolhouse.

In the meantime an Act had been passed by the Legislature of Georgia in 1868, Acts of 1868, page 167, authorizing sale of the campus, six acres, and the buildings thereon. Sometime after this certain preachers of the Florida Conference, under what authority I do not know, made a deed to R. H. Hardaway and others. That deed I presume is lost, but it was recorded in Book N, page 567. That book, as most of you know, was mutilated, but it happens in this particular case that there is enough of it left to show the names that were signed to it, Anderson and about a dozen others, all of whom I judge from my knowledge of several of them were members of the Florida M. E. S. Conference, and it seems to have been a deed to the Stewards of the Thomasville Station Methodist Church. The date of it is not shown, though it was recorded somewhere about 1875, and must have been executed either in 1872 or 1873, as somewhere in the winter of 1872-73 or early in 1873 the Methodist Church in Thomasville turned this property over to thirteen Trustees, selected by them, seven of them being members of the Methodist Church, and two members from each of the other three churches. I cannot recall all the names, but do recall that R. H. Hardaway, J. N. McKinnon, D. S. Brandon, S. S. Adams, and S. L. Hayes were on the Board along with Col. A. P. Wright and W. M. Hammond from the Episcopal Church, and S. J. Cassels and myself from the Presbyterian Church. This Board of Trustees took charge of the property and bought out the interest of the Ciceronian Debating Club in the building they had repaired, and elected O. D. Scott to take charge of the school and run it on its merits without being bothered or directed by us as Trustees. Mr. Scott continued in charge until the summer of 1878 to the best of my recollection. McSwain ran it for about a year and then Alexander about a year before the South Georgia College was organized. It was then run as the South Georgia College up to the time that the University of Georgia refused to make any further appropriations for its support and the Georgia Legislature withdrew its support.

Since the time mentioned when the thirteen Trustees took charge of it and elected Scott as principal, there has never been any claim made by any one as representing the Methodist Church to any title in the premises, and so far as my research of the records goes, and I think it has been pretty thorough, there is nothing to show title in any way in the Church; the only title that seems to have existed at all to this particular property was the title to P. P. Smith and others as Trustees, the others not even named, and nothing in the deed to show that the trust was beyond the words "of Fletcher Institute," and Mr. P. P. Smith seems to have treated the matter very much as if the title was in him and made deeds accordingly.

Whatever control the Methodist Church had under the Act of 1854 seems never to have been exercised after 1856, as from that time on, so far as I know or have ever heard, no one controlled the men who were running the schools, but they were run as independent schools, and the only time when anything seems to have been done at all was the time when the local Methodist Church elected Hardaway and the twelve others as Trustees and turned the property over to them. I presume that this must have been done under the authority of the deed made in the State of Florida by Josephus Anderson and others and possibly some direction from the then

South Georgia Conference, or possibly the Georgia Conference at that time, but if so there is nothing on the records to show it.

Judging from the records, the South Georgia College of Agriculture & Mechanical Arts was organized in the spring of 1879, and an agreement entered into with the University by which in consideration that the South Georgia College should furnish certain buildings, suitable for the purposes, the University of Georgia would give to the support of the institution about $2,000 from the Land Scrip fund. In order to carry out this scheme, Mr. T. C. Mitchell acting for the citizens of Thomasville, who contributed the money, bought the Stegall property in Fletcherville, embracing nearly all the land lying in Lot 40 East of Fletcher and South of Bartow Streets, except the place of Mrs. Woodson and the place now owned by Mr. R. E. Lester, called in the deed 80, in another 75 and another 50 acres. This land was bought and a considerable profit realized from the sale of it. The money for this was contributed originally by Thomasville citizens, Mr. Mitchell, Col. MacIntyre, and Col. Wright contributing about $1,000, and many others smaller amounts.

After a few years the University reduced its contribution to zero; the State made appropriations for a few years and then the South Georgia College as such ceased to exist, and the buildings were turned over to private parties who ran the school on the tuition they could collect, paying only insurance and repairs, until the building was taken charge of by the City Schools.

CHAS. P. HANSELL.

Thomasville did not have a public school system until 1901. In January of that year a school board was elected. The first recorded meeting of the new Board of Education was held on January 23, 1901, when the Hon. Fondren Mitchell was elected president. From January to September the board held frequent meetings and proceeded to make preparations for opening the schools in September. They elected Mr. E. D. Broadhurst of Greensboro, N. C. the first superintendent. The board obtained permission from the trustees of the University of Georgia to use the South Georgia College property for school purposes, but before this building could be used, many repairs had to be made at considerable expense to the board. The high school consisted of only three grades at the time of its organization, grades eight, nine, and ten. Two teachers, Mr. C. Jackson and Mr. J. E. Baker, were the only members of the faculty. The course of study adopted for the high school consisted of the following studies:

Eighth Grade

Reading: Stepping Stones to Literature for Higher Grades; Selections from Classic Literature.
Spelling: All words in text books and other words selected from Reed's Word Lessons.
Grammar: Baskerville & Sewell.
Latin: Collar and Daniell's First Book in Latin.
Mathematics: Wentworth's New School Algebra.
Science: Physical Geography R. S. Tarr's First Book.
Composition: Original, frequent and varied exercises.
Songs and physical exercises; Friday afternoon, Literary exercises.

Ninth Grade

Latin: Harper's Caesar; Bennett's Grammar.
History: Myers' General History.
Algebra: Wentworth's New School Algebra (continued).
Literature: Study of Southern Literature—Selections and text books to be chosen; Hill's Principle of Rhetoric. Selections from Classic Literature.
Songs and physical exercises daily; Friday afternoon, literature exercises.

Tenth Grade

Mathematics: Geometry and Arithmetic; Wentworth's New Plane Geometry; Arithmetic, text book same as used in 6th grade.
History: Montgomery's History of England.
English: Read—"Lady of the Lake"; Pope's "Homer's Iliad"; "Merchant of Venice"; "Julius Caesar"; "The Talisman"; Study—"Macbeth," "Hamlet," and "The Princess"; Debate, Declamation, Composition.
Latin: Cicero and Virgil; Bennett's Grammar.
Civics: Peterman.

It was planned to open the Thomasville Schools on September 16, 1901, but for some reason not specified the opening was postponed until October 2. The superintendent's report at the end of the first month showed an enrollment of thirty-five pupils in the eighth grade, fourteen in the ninth, and six in the tenth. A year later the enrollment on October 4, 1902, was forty-six in the eighth grade, thirty-two in the ninth, and twelve in the tenth.

The Thomasville Board of Education had much difficulty securing title to the South Georgia College property. On March 2, 1906, a committee was appointed to apply to the trustees of the University of Georgia for a title to the property. After two meetings of this committee with these trustees they decided that the trustees had no authority to convey the South Georgia College property without the assent of the legislature. A mass meeting of the citizens of Thomasville was called on June 21, 1907, which reads as follows:

To the Citizens of Thomasville:

I herewith call a mass meeting of the citizens of Thomasville to be held next Friday June 21, 1907, at 8 p.m. at the courthouse, to discuss the question of the ownership of the South Georgia College property. Said call is issued, pursuant to a resolution passed unanimously, by the full board of education, at a special meeting held on the 18th of June, 1907. Having requested the president of the Board of Trustees of the South Georgia College of Agriculture and Mechanic Arts to join with us, in this call, for said mass meeting to discuss the question of ownership of the said South Georgia College property, and he having refused to unite in said call, I have herewith made the aforesaid call in accordance with the resolution of the Board of Education.

H. J. MacIntyre, *President.*

It was not until the meeting of the legislature in 1912 that the state of Georgia gave Thomasville title to the South Georgia College property.

This building was used for both grammar and high school purposes until 1925. It is still in use as an elementary school.

In April, 1909, the Board of Education voted to change from a three-year to a four-year high school including grades eight through eleven. Thomasville High School became a member of the Southern Association of Colleges and Secondary Schools in 1915 and its membership has been continuous since that date. In 1925 the high school moved from the old South Georgia College to the MacIntyre Park High School. The Thomasville schools grew so rapidly that the new building which the senior high school now occupies was erected in 1931, and the Junior High School was assigned to the MacIntyre Park building. The Thomasville school system has the 6-3-3 plan of organization, and is the only school system of its size in the state of Georgia which is so organized.

In addition to the usual subjects offered in high school Thomasville offered commercial subjects as early as 1913. Home economics was added in 1916. Shop, agriculture, music, and Bible are recent additions to the curriculum. As early as 1902 the pupils were offered opportunities to engage in various activities, such as piano, elocution, and physical education. The first course of study made literary societies a part of the educational program. True to this educational policy Thomasville High School has a strong activities program. The most important of these are intramural sports, interscholastic football, basketball, and track, glee clubs, band, orchestra, a speech department, high school newspaper, year book, debating, national honor society, a student council, and a variety of clubs. In addition many high school pupils are members of the Boy and Girl Scouts and of the Hi-Y and the Tri-Y. These activities are a part of the regular school program and offer fine opportunities of educational development to pupils who elect them.

Since the superintendency of Mr. E. D. Broadhurst, who resigned January 1, 1902, to accept the superintendency of the schools of Greensboro, N. C., the following superintendents have served in Thomasville: Mr. C. Jackson acting superintendent from January to June, 1902; J. C. Wardlaw, 1902-1904; A. J. Barwick, 1904-1905; W. G. Davis, 1905-1907; A. B. Christie, 1907-1908; John S. Allen, 1908-1912; J. A. Duncan, 1912-1915; B. B. Broughton, 1915-1938. The following men have held the principalship of the Thomasville High School since its organization: C. Jackson, 1901-1902, acting superintendent from January to June, 1902; H. F. Lawson, 1902-1904; C. K. Moore, 1904-1905; J. B. Lockhart, 1905 to January, 1907; J. M. Sapp, January to June, 1907; G. H. Boutelle, 1907-1908; R. H. Hankinson, 1908-1909; George W. Effinger, 1909-1910; C. E. Betts, 1910-1911; Howard V. Bounds, 1911-1912; A. Knox Starlings, 1912-1914; D. Del Watkins, 1914-1915; B. B. Broughton, 1915-1916; J. S. Searcy, 1916-

1917; W. H. Hichew, 1917 to January, 1918; D. M. Shoun, acting principal from January to June, 1918; H. R. Mahler, 1918—.

The schools opened in 1901 with an enrollment of fifty-five pupils. The growth of the schools has been steady, and last year there were 448 pupils in grades nine through twelve and 105 graduates from the senior class. The continued development and success of the high school are due largely to the united support of the citizens of Thomasville and to the great interest and encouragement shown at all times by the Board of Education.

Centenary College of Louisiana

By Avis Wilson
Registrar, Centenary College

Centenary is the oldest college belonging to the Methodist Episcopal Church, South. Founded in the early years of Louisiana's statehood, it was not only the cradle of higher education in this state but was to survive as the oldest living college in that great territory acquired by the Louisiana Purchase. It was founded by the state in 1825 at Jackson, Louisiana, the charter being granted by the legislature in February, 1825. On May 2 of that year, the trustees met to make plans for the beginning. Some idea of the prominence of the men who made up the twenty-eight members of the board is to be gained from the fact that three of them served as governors of the state during the next ten years. For twenty years this college, which was then called the College of Louisiana, made its contribution as a state institution, serving the needs of a territory which was really too sparsely inhabited to support a college, and graduating a total of twenty-four students who received either the Bachelor of Arts or Bachelor of Science degree. Of the four presidents who served during these twenty years, three were preachers and one a graduate of West Point.

By 1845 the state had decided that it could not afford a college at Jackson. At the same time the Methodist leaders of the Mississippi Conference, who had celebrated the one hundredth anniversary of Methodism in 1839 by establishing a college in Mississippi, decided that this college in order to survive must be moved to Jackson, Louisiana. The state accordingly abandoned the field of higher education in Jackson and turned over its campus and buildings to Centenary College, the name of which was soon changed to Centenary College of Louisiana, as it has been called since that time. The board of trustees of the new institution elected Judge D. O. Shattuck as president of the college. In 1848 President Shattuck resigned and Judge A. B. Longstreet, one of the most distinguished and versatile citizens of Georgia, was elected president.

Commencement Day was a crowning feature of that time to a greater degree perhaps than it is today, for oratory in the forties and fifties was as important as football is today, and commencement occasions very generally resembled oratorical tournaments. Years after Dr. H. H. Rivers was president of Centenary he described the graduation day of 1850 or 1851, upon which occasion both Governor Walker of Louisiana and Governor Foote of Mississippi were seated upon the platform, the latter delivering the address to the literary societies. On the platform also were some of the great leaders of Louisiana Methodism, among them Dr. Winans, Dr. B. M. Drake, the first of the many members of that family whose lives were intimately bound up with that of Centenary, and Dr. John C. Keener, afterwards Bishop and a sort of good angel for Centenary during half a century.

In 1857 there was erected in the center of the college campus at Jackson a building, which, in immensity of proportion and classic quality of architecture, compared favorably with the finest college buildings anywhere in America. This fine structure with its spacious rooms and beautiful auditorium, seating 2,000 persons, was to suffer much abuse from the ravages of war which followed close upon its completion; but it still stood, upon the deserted campus at Jackson until recent years, giving more than a hint of its former magnificence.

The opening of the Civil War put a dramatic end to this period of Centenary's existence. When the faculty assembled in October, 1861, they found that their students had gone to fight in the Confederate Army. In the record book, containing the minutes of their meetings, the secretary wrote upon a page, which was clean save for four brief lines, an inscription which reveals in simple but dramatic language a touching fragment of the tragic time. Written diagonally across the page, the inscription reads:

Students have all gone to war. College suspended, and God help the right

Of the students who went to war, many were killed in battle, nearly every member of the senior class giving his life for the Southern cause. Centenary's buildings suffered much during the War. The fine central structure was used for a time as a Confederate hospital; and after Jackson was occupied by the Federal troops in 1863, soldiers were quartered there. The occupation resulted in much damage to the furnishings and the fine library, as well as to the building itself.

In the fall of 1866 the college was re-opened, and during the trying years of reconstruction in the South it struggled painfully but valiantly to make its contribution to the leadership of this territory. There followed years of rising prosperity and effectiveness, with Bishop Keener, Centenary's consecrated friend for forty years, driving over the country in his buggy, soliciting funds for the college, and thanking God in public address that neither baseball nor football was played at Centenary.

During the closing years of the nineteenth century, Centenary continued to furnish a large proportion of the state's educated leadership; but other colleges were being established near at hand in towns that were larger and more accessible, and it became apparent that Jackson, Louisiana, a center of culture for nearly a century but still a village when the century ended, did not possess the advantages for a college location which a changed civilization demanded. Therefore, after several years of indecision and discussion, the college was moved to Shreveport, opening its first term in the fall of 1908.

Since its removal to Shreveport, Centenary College has made progress which bears favorable comparison with other developments in this progressive city. During the early years in the new location Dr. R. H. Wynn of the

Louisiana Conference gave it, as president, the full power of his gifted and consecrated energies. From 1920 until 1932, President George S. Sexton, later President Emeritus and Director of Public Relations at the time of his death in 1937, was a dynamic force in the life of the college. He captured the enthusiasm of Shreveport and the surrounding territory for Centenary's good, and brought national recognition to many departments of the institution's life. With Dr. Sexton's resignation in the summer of 1932, Dr. W. Angie Smith, Pastor of the First Methodist Church in Shreveport, served as acting president for the greater portion of one year, rendering valued and effective service during this brief time. Early in June of 1932, Professor Pierce Cline, who for fourteen years had served as head of the History Department, became the president of the College.

To what extent the administration, the trustees, and the faculty, as well as the student body, expect to be faithful to Centenary's traditions of 113 years may be gained from a quotation from an address made by President Cline at the opening of a college term when he said: "Centenary College looks upon her past without apology; she looks to the future without a fear; the sacrifices that have sustained her will continue to be made and will continue to sustain. Our watchword is 'Forward'!"

No narration of physical progress can adequately describe Centenary College. Educational institutions, like men, are ennobled by high purposes. It is, as ever, the desire of Centenary to inculcate worthy motives in her students; to teach young men and women the normal consequences of their own acts, that he lives who serves, that giving is better than receiving, that each individual owes more to society than society owes to him.

A Brief Resume of the History of Southern Methodist University

By R. C. Knickerbocker

Director of Publicity, Southern Methodist University

Southern Methodist University was established at Dallas by the Texas Educational Commission appointed in 1910 by the five annual Conferences of the Methodist Episcopal Church, South, in Texas. These annual Conferences in 1911 confirmed the work of the Commission and accepted for the Church ownership and control of the institution. In order to place it upon a broader foundation, especially in regard to its theological and graduate schools, the University was made the connectional institution for all Conferences west of the Mississippi by action of the General Conference of 1914. The first session of the University began September 22, 1915, with an enrollment of 706 students.

In the intervening twenty-three years of its growth the University has developed from a small school with two buildings on its campus to an institution with an average yearly enrollment of more than 3,000 students. It has been served by three presidents, and two acting presidents. The late Dr. R. S. Hyer was elected as the University's first president. The field before President Hyer was extensive; and his duties included the approval of architectural plans, the selection of a faculty, the development of a curriculum, the acquisition of proper laboratory equipment, and apportioning prospective funds to the different departments. After nine years of distinguished service Dr. Hyer resigned in 1920. Dr. H. A. Boaz was elected to succeed Dr. Hyer and under his administration the University experienced great financial advancement. Several significant changes were made in the curriculum to provide for the degree of Bachelor of Science, not previously offered during his term of office. Dr. Boaz resigned the presidency in May, 1922, having been elected to the episcopacy. Dr. James Kilgore, professor in the School of Theology, served as acting president from May, 1922 until April, 1923, when Dr. Charles C. Selecman,* then pastor of the First Methodist Church, Dallas, was made president.

Under the administration of President Selecman, Southern Methodist University developed into one of the large universities of the Southwest. Substantial material gains were made as well as noteworthy progress in scholastic prestige. The value of buildings, grounds, equipment, and endowment now totals more than $6,500,000 as against slightly more than $2,000,000 in 1923. Southern Methodist University secured recognition

* Dr. Selecman was elected Bishop of the Methodist Episcopal Church, South, in May of this year. Dr. E. B. Hawk will continue to serve as acting president until January, 1939, when Dr. Umphrey Lee (elected November 7, 1938) will assume the presidency.—Editor.

from standardizing agencies as follows: the Association of Texas Colleges (1916), the Association of Colleges and Secondary Schools of the Southern States (1922), the American Association of University Women (1929), the American Association of Collegiate Schools of Business (1925), the American Religious Educational Association (1925), and the National Association of Schools of Music (1933).* It is on the approved list of the Association of American Universities (1929) and meets the entrance requirements of the Association of American Law Schools and the American Medical Association. By widening its scope of instruction to embrace ten different schools, the University matched its material progress with added scholastic prestige. In 1925 the School of Law and the School of Engineering were added to the University. Ten schools now comprise its curriculum: the College of Arts and Sciences, Graduate School, School of Theology, School of Music, School of Engineering, School of Law, School of Education, Arnold School of Government, Dallas School of Commerce, and Dallas College.

From the first lone building that housed both classrooms and administrative offices, the University has expanded to fourteen buildings, seven of which serve for instruction and office. The remaining seven are three dormitories, the gymnasium, the basketball pavilion, Ownby Stadium (seating capacity, 22,500), and McFarlin Memorial Auditorium (seating capacity, 2,900). The library contains more than 100,000 books, a complete file of magazines, and the Shettles Collection of 5,000 volumes of rare Americana.

The faculty is composed of 140 men and women, of which number fifty are professors, twenty-two associate professors, and twenty-three assistant professors. Of these, thirty-eight have their Doctor's degree. The University has approximately 5,000 alumni and 20,000 ex-students.

* Also, the American Association of Schools of Theology (1937).

Historical Sketch of Mary Washington College*

By Boyce Loving

Director, Department of Dramatics, Mary Washington College

On March 14, 1908, approximately 300 years after Capt. John Smith and his intrepid band of explorers found their inland progress checked by falls and rapids at what is now the site of Fredericksburg, Va., the General Assembly of Virginia passed an Act establishing at Fredericksburg the State Normal and Industrial School. This same Act of Assembly provided for the appropriation of $25,000 for the school, on condition that an appropriation of an additional $20,000 be paid by the citizens of Fredericksburg and the county of Spotsylvania or Stafford. The General Assembly in 1910 made a second appropriation of $120,000 for buildings and equipment.

On Tuesday, September 26, 1911, the institution first opened its doors to students, with Mr. E. H. Russell as president. There were but two buildings in which to house all departments of the school, Willard Hall being the first of these. The student body of that first year numbered one hundred and thirty-one young ladies. From these modest beginnings, the then State Normal and Industrial School for Women, now known as Mary Washington College, has grown to its present plant of sixteen modern and well-equipped, well-appointed buildings, a student body of more than 1,164, and a faculty and administrative staff of sixty-nine highly-trained, cultured men and women. The total value of the eighty-acre campus and the buildings and equipment is now in excess of $2,500,000.

Mr. E. H. Russell was the first president of the Fredericksburg institution, guiding its activities until 1919. Dr. A. B. Chandler, Jr., succeeded Mr. Russell, holding the position until his death on the second day of the session of 1928. During the months intervening between the death of Dr. Chandler and the appointment of Dr. Morgan L. Combs as president in January, 1929, the Dean of the College, B. Y. Tyner, served as acting president.

Selection of a site for the college could not have been more happy. Fredericksburg is proud of the title, "America's Most Historic City." Here more troops have been assembled than on any similar area on the face of the globe; here twenty-five generals have fallen in action; here the young Washington probably hiked and hunted; here Mary, mother of George Washington, lived and selected the site where she wished to be laid to rest; here Confederates and Federals laid down their lives for a Cause. The city of Fredericksburg contains the birthplace of James Madison, the Mon-

* Formerly, Virginia State Teachers College, at Fredericksburg, and later Fredericksburg State College.—Editor.

roe shrine, the homes of John Paul Jones and Matthew Fontaine Maury, Washington's boyhood home, and that of his mother and her sister.

The college is ideally and strategically located amidst the finest traditions of Old Virginia, mid-way between the Nation's capital and Richmond, the capitol of the Confederacy and of the Old Dominion. Likewise, it is only a short distance from Wakefield, birthplace of Washington, Stratford Hall, ancestral mansion of the Lees of Virginia, and Mount Vernon, home of Washington. All of these places of national interest invite excursions and pilgrimages, and an integral part of the program of instruction at Mary Washington College includes visits to the eight national shrines. Also, proximity to two great and cultural cities enriches the educational, artistic, musical, and social life of the college community.

Mary Washington College began the year 1930, the first of the depression, with 400 students. Today there are 1,164 students, with a waiting list of more than 100. All of this increase, it will be recalled, has been accomplished during the entire duration of the economic debacle, when the enrollment of many educational institutions was decreasing. The expansion of the college since 1930, not only numerically, but also as regards buildings, equipment, and efficiency of instruction, has been accomplished under the guidance of its incumbent president, Dr. Morgan L. Combs.

The college is now a standard four-year liberal arts institution, member of the Association of Virginia Colleges, the American Association of Teacher's Colleges, the Southern Association of Colleges and Secondary Schools, and the National Association of Teacher-Training Institutions. The Bachelor of Arts and Bachelor of Science degrees are awarded, as are two-year diplomas in elementary education. However, those to whom will be entrusted the social and cultural training of youth of the nation need more equipment than professional education. It is for this reason that much stress at Mary Washington is placed on broad culture. The departments of art, music, language, history, drama, and the sciences, social and physical, endeavor to give graduates a humanizing breadth that will encourage them to share with and enrich the lives of those who later are to come under their charge. Easy access to the Virginia State Library, at Richmond, the Richmond city library, the Congressional Library, Washington, and the many and fine museums and art galleries of both of the above cities is an added and most valuable asset to the college.

Likewise, the departments of fine arts hold as one of their prime objectives the training and equipment of their students as home-makers and mothers of the future. The home economics department is concerned with teaching the elements that make for successful management and appointment of a home; the department of health and physical education is devoted to the imparting of knowledge of principles of health and hygiene that may be applied in everyday lives of the students and their ultimate dependents.

In the same manner, the departments of art, music, languages, history, philosophy, psychology, dramatic arts, and the social and physical sciences endeavor to equip their students to enjoy and make the most of the oft-mentioned "good life." In fact, Mary Washington College has long ceased to be primarily and purely a teacher-training school. In the broadest and fullest sense, it is liberal arts college, with teacher-training but one of its many phases of instruction.

Although established originally as a school for students of Virginia, the influence and appeal of the college have spread far and wide. This year's student body has representatives from thirty-two states, the District of Columbia, the Canal Zone, and Puerto Rico. From time to time students from one or more of the European countries attend. Naturally, the wide geographical distribution of these students encourages a widening of horizons in the interchange of ideas and the familiarity with customs represented by so many and differing regions.

The beauty of setting of Mary Washington is surpassed by few educational institutions of this country. It occupies a commanding site on the brow of Marye's Heights and offers a panoramic view of the city of Fredericksburg as well as of much of the surrounding country. The rolling and undulating nature of the campus terrain, veined with sparkling brooks, shaded by stately trees, and traversed by a fretwork of artistically laid out walks, lends an atmosphere of peace and quiet that should be conducive to meditation and study. The architecture of the buildings, classic in design, and set in fashion to blend with and become an artistic part of their surroundings, likewise is intended as an aid to studious pursuits.

The interior arrangement and appointment of the student residence halls are planned to inculcate an atmosphere of home. The equipment of these buildings affords every comfort and convenience. There are single rooms, if desired; private baths; circulating ice water; beautifully appointed parlors; spacious lounge rooms; large porches and arcades; and, in addition, pressing rooms, kitchenettes, shower baths, incinerators, etc. Every room is an outside room, with a plenty of ventilation and light, hot and cold water, single beds, built-in closets, and other necessary furniture and equipment.

Recreational facilities at the college include an indoor and an outdoor swimming pool, a well-equipped gymnasium, numerous tennis courts, hockey fields, a golf course, horseback riding, an open-air theatre, a roof garden, and a rustic camp on the college grounds. There are directors and coaches in charge of activities engaged in at all of such student activity centers. The college is trying to meet the increasing demands for specialists in the newer fields of education: physical and health education, music, dietetics and home economics, and the arts. The college likewise makes a determined effort to distribute its prospective graduates in fields where there is

a demand for teachers, supervisors, and experts. If students anticipate securing employment upon graduation, they are advised as to those fields that are already crowded and as to those that offer ready employment. The wisdom and success of this policy is attested to by the fact that in a recent school year ninety-five per cent of the graduates secured teaching positions, employment with commercial firms and corporations, or were married. This securing of employment is done by the college placement bureau.

In the final analysis Mary Washington College is committed to the task of promoting the general educational welfare of Virginia by inculcating in the young women who are to be the teachers of the youth and the mothers of the race, honest industry, good manners, general culture, and sound learning.

Berea College from 1895 to 1935

By T. A. Hendricks
Dean, Berea College

The success of any institution is measured in part, at least, by the worthiness of its aims, the degree to which it has held constantly to them, and the extent to which it has accomplished these aims.

In the catalogue of 1895 are found the following statements:

Industrial Education.—Education is not gathered primarily from books, nor is it merely a matter of brains. The hands must be trained to obey the mind, and the eye to distinguish between things which differ. Every young person should be taught to enjoy doing manual work well, both as a preparation to real life, and as a development of character.

Personal Worth.—We recognize no criterion of merit but personal worth, culture, and character. While we force the opinion of none of our students, and require no one to associate personality with any who may be distasteful to him, we welcome the worthy without regard to race; and our history of more than thirty years has proved that it is a mutual advantage for those who should and must later in life cooperate in business and politics to learn to respect each other in the work of the classroom.

Self-Help.—We believe in economy, and in the dignity of labor; that "plain living and high thinking" go together. Every effort is made to assist self-supporting students in earning their way through college.

Religion.—Berea is a distinctively Christian school. It was founded by a union of all who favored freedom. Its charter begins with the words "In order to promote the cause of Christ," and forbids sectarian control. Every teacher is a man or woman of prayer. The college stands upon a basis similar to that of the Evangelical Alliance, the Christian Endeavor, and the American Bible Society, and coöperates in good works with all Christians, while controlled by no denomination.

In 1911, and in the constitution of 1917, we find in the preamble the reiteration of the words of some of the early administrators in stating their aims:—"In order to promote the cause of Christ primarily by contributing to the spiritual and material welfare of the mountain region of the South, affording to young people of character and promise a thorough Christian education, elementary, industrial, secondary, normal, and collegiate, with opportunities for manual labor as an assistance in self-support."

All these aims are yet among the dynamic ideals of Berea College. One title, "Industrial Education," is often given a wrong connotation. Here in Berea College, manual labor would be a better term. The girls do not work in the laundry, library, or fireside industries, or the boys in the dairy, garden, or on the campus in order to learn these particular activities, or with the hope of following them as occupations, but primarily as a present means of meeting expenses to the extent of an average of $100 per year.

* The Day Law of 1904 prevented the continued co-education of the races in Berea.

The President, in his annual report for the year 1936-37, emphasizes this view:

> A careful discrimination must be made between the curricular vocational work and that of the labor system. Thus a secondary student may help in the building of a desk, as a project in a vocational class. For this work he will receive educational credit, but no financial credit. On the other hand, he may help in the building of this desk as a member of the woodcraft labor group. In this case he receives financial credit, but no educational credit. The labor system was inaugurated and has been maintained primarily for the purpose of permitting students, otherwise bereft of an adequate education, to win an education by means of self-respecting labor. The educational value of such labor is obvious, perhaps most obvious when a boy works in one of the administrative offices, or in the college library, or in a department whose labor correlates immediately with classwork in some vocational department.

The factors involved in deciding the constancy of aim and the degree of accomplishment of the aims set forth above are many, and may be broken down into a number of very definite parts. One of the first of these parts, probably, is the matter of student expense: since one purpose of the founders was to give education to the under-privileged financially, the expense of acquiring this education in the early days should be compared with the expense of the present day. As we read the history of the institution year by year, and note the various items of expense and compare them in commodity value, we find that the annual charge of $148 per year to our present-day college-student purchases more educational commodities than the $90 to $120 purchased in the earlier days. Especially is this true when the opportunities for earning part of these expenses are compared with the opportunities of former years.

Today all dormitories have steam heat, electric lights, and facilities for laundry work without extra cost to the student. Adequate baths and showers are provided in each dormitory, and in addition there are showers in both mens' and womens' gymnasiums. Rooms are completely furnished, including bedding and towels, which are laundered by the college. Window curtains and dresser scarfs are not furnished.

The yearly bills divided into four payments are as follows:

Incidental fee	$ 5.25
Board	24.75
Room rent	5.85
Health fee	1.00
Total for nine weeks	$ 36.85

Laboratory and music fees are, of course, extra, as they have always been.

In 1900 the expenses set forth in the catalogue of that year were as follows:

NECESSARY EXPENDITURES

Tuition is free.

An incidental charge of $4.50 per term ($3.50 in Model Schools below A Grammar) is made to assist in defraying the general expenses of the school, apart from instruction.

A hospital fee of twenty-five cents a term is charged to all students not residing in their own homes in Berea. Students who have paid this hospital fee are entitled to (1) hygienic advice in cases of slight indisposition by calling at the hospital; (2) calls and care in their room when suddenly taken ill; (3) board and care at the hospital when the superintendent considers it necessary (1, 2 and 3 without expense to them); and (4) necessary medical attendance at greatly reduced rates.

Good table board at the college boarding-hall is now $1.50 a week for those who do not use tea, coffee, or milk. Milk and other extras at reasonable rates. A careful study of the most healthful board is made, and improved facilities for cooking are used.

Room rent.—A club has been maintained during the past year, with table board at $1.10 a week. Board, room, fuel, and lights from $2.00 to $3.50 per week. Cumberland House offers table board at $1.25 per week.

Room rent in Howard Hall, when two students room together, is $2.00 or $3.00 per term for each, according to the size of the room. Room rent in Ladies Hall, when two students room together, is $2.50 or $3.00 per term; in corner rooms, $4.00. Oil is furnished to young women for fifty cents per term; and the use of commodious laundry six times a term for the same price. Ladies Hall is provided with bathrooms, and an elevator for baggage and fuel. Rooms in both halls are furnished with wardrobe, bedstead, stove, table, chairs, wash-stand, mirror, curtains, mattress, wash-bowl, pitcher and pail. All other furnishings, including sheets, pillow-slips, pillows, blankets, or bed-covers, and towels, must be brought or provided by the student.

Usually a student may have sole occupancy of a room by paying fifty cents extra for room-rent, heat, and oil. A few completely furnished rooms in Ladies Hall may be had at $40 or $45 a year for a single occupant, or $30 each for two occupants. This price includes the washing of towels and bedding. These rooms are few, and must be engaged in advance with a deposit of $5.00 paid to the Treasurer, which will be forfeited if the room is not taken. Free baths are furnished in both halls so far as the water supply permits. Fuel is furnished for $2.50 in the winter, and $2.00 in the fall, $1.50 in the spring term. Fifty cents extra is charged in Ladies Hall to pay for bringing the fuel upstairs."

Our labor system has been growing step by step with advances in other departments of the institution. Formerly the opportunities for labor, especially for girls, were quite haphazard. Now the system is so planned that everyone has equal opportunities for making part of his expense in this way. Formerly there was very unequal opportunity.

The difference in commodity value in favor of the present day Berea student is even greater when compared with costs and values in other institutions. So great, in fact, is this difference that it removes Berea from the field as a competitor for students.

If we examine the curricular offerings we find a great change, which of course to me seems for the better. The aim of these offerings has always been, and still is, to meet the most urgent needs of the students living in the

Southern Appalachian region. Berea College has never hesitated to introduce a subject into the curriculum which seems to meet a vital need, nor has it hesitated to abandon one when the need for something else seemed greater. This explains the change from short, unstandardized, and sometimes non-credit courses and curricula to the regime of almost complete standardization. The needs of the students in the Berea region demanded the change. Likewise the shift of educational emphasis from the elementary and secondary to the college level is in harmony with this demand. The Southern Appalachian region recognizes the greater need for the latter type of education by the great number of applications for admission to college every year as compared to the number on the lower levels. The same thing may be said for such reorganizations in the schools of the college as may have been made.

Since practically all our regulations regarding conduct are founded primarily upon the one item of expense, we find by examining the records that the regulations for this purpose differ but little from those of former years. While the Kentucky law changed the actual condition of education for the white and colored, the principle of giving both races equal opportunities has remained the same. The proportion of students received from so-called Berea territory has greatly increased. In 1920 something like 30 per cent of our college students came from outside the Southern Appalachian region. Today we are limiting such students to 12 per cent. This also is an attainment of a part of our goal.

Even a casual survey of the various activities upon the campus will prove beyond a doubt that those fundamental aims for Berea stated at the founding of the institution have remained the same, and that a reasonable degree of attainment has been achieved. One of the chief accomplishments, probably, looking toward the achievement of Berea's goals, is the standing which the institution has attained in the way of national recognition. Inevitably, on account of increased facilities for communication, the work of Berea has become better known. In the beginning of the period under consideration Berea was recognized only by the Kentucky Association of Colleges. Gradually the curricula, faculty, library, laboratories, buildings, and enrollment have been brought to such a degree of efficiency that since 1926 recognition has been extended not only by the Southern Association of Colleges and Secondary Schools, but by all national standardizing educational agencies. This recognition, of course, was brought about by improvement in a number of important factors. The faculty of the college of Liberal Arts, for instance, has advanced in number and in degrees possessed by its members from nine in 1895 to thirty-three with the Masters' degree, and thirteen with the Ph.D. degree. The library has been improved both in the number and quality of its books. Laboratories have been changed from a bare

minimum to a high state of adequacy and desirability. Buildings have been added from time to time until few campuses in this region possess more adequate ones. Not only has the library building been modernized, but excellent music, art, mens' and womens' gymnasiums, science, agriculture, home economics, and dormitory buildings have been added. The endowment has grown during this period until it assures, at least, permanency of the institution. The labor system has been developed into a real system which functions rather completely in furnishing employment to all our dormitory students, thus enabling every student to make somewhere between one-third and one-half of his expenses while going through school.

When these criteria are examined carefully and the degree of attainment well considered, the conclusion seems to be justified that Berea College has attained a reasonable, if not an enviable, degree of success.

Builders of the Southern Association

*A List of Those Who Have Served in Some Member College or Secondary School as Many as Thirty Years**

Explanations and Abbreviations

This list is continued from the issue for February, 1938. See pages 47-83, Volume II, of that issue. All member institutions are earnestly requested to furnish similar lists for the February, 1939, issue. Please notice, however, that data are desired for all faculty and other staff members mentioned who have served as many as *twenty-five* years.

This list is arranged by states in alphabetical order—Alabama, Florida, Georgia, etc.—and by institutions, colleges and secondary schools in one consolidated list, in alphabetical order—for example, Alabama College, Alabama University, Andalusia High School, Anniston High School, Bessemer High School, Birmingham, Birmingham-Southern College, etc.—with as few capitals and as many abbreviations as possible. Normally the abbreviation "h.s." will be used to include superintendents and other supervisory officials, because their connection with the Association is through the secondary school of their system. Where, however, as in Birmingham, there are two or more secondary schools under such supervisory official, the name of the city will be used instead of the name of the high school. Furthermore, where the high school bears some local name different from that of the city, the name of the city will be used, followed by the name of the high school; for example, "Mobile, Murphy h.s." Colleges and private schools will be found listed alphabetically by names, and followed by their addresses, thus: "Tulane University, New Orleans."

Ordinary abbreviations for degrees and the institutions conferring them will be used. As between "A.M." and "M.A.," or "B.S." and "S.B.," this department will use what is reported by the individual furnishing the information, unless the editor happens to know personally that the institution reported prefers the other forms. *In cases of doubt this rule will be followed: for mediaeval or other early coinages of degree names, A.B., A.M., Ph.D., M.D., LL.D., etc.; for modern coinages B.S., M.S., M.Ed., etc.*

The symbol (2) indicates the name of employee; (3) indicates academic degrees held, with name of institutions conferring them in each case; (4) indicates institutions at which employee has pursued further studies during period of his employment; (5) indicates different positions he has held in the institution or system and length of time in each (Public high schools will include in this report their superintendent and other supervisory officials, provided of course such officials have served thirty years, even though part of the service of such persons was in some other part of the school system, e.g., an elementary principalship or teaching position.); (6) indicates date at which service of employee began; (7) indicates present position and when entered; (8) indicates any special comment; (9) indicates initials of person furnishing information.

* The service of many, if not most, of these teachers and officials extends beyond the length of time their institutions have been members of the Association. Many of these persons, therefore, contributed materially in building up the standards of their schools to the point that they could win Association membership. Some names have been submitted of persons who began service with a school more than thirty years ago but worked elsewhere for a time and then returned to the school. The rule followed in such cases is this: if the service has been thirty years, exclusive of the time spent elsewhere, the name is included; otherwise the name is omitted.—Editor.

Notice to All Member Colleges and Secondary Schools

Request for information as to all instructors and other employees of equivalent rank who had served twenty-five years or more went forward in October and November to all secondary schools and colleges of the Association. It is the present purpose of the Quarterly to publish such names as a regular feature of the autumn and winter numbers each year. Whenever you have names to add to the list, refer to page 394 of the Quarterly for November, 1938, and follow the form there given. Mark the information *Form A*, give the name of your institution, followed by the symbol (1) and the name of the employee you wish to honor in this way; then number the items of information as explained above (2), (3), . . . (9); but *be sure to sign in full the name of person furnishing the information.*

ALABAMA

STATE TEACHERS COLLEGE, FLORENCE: (2) Janet C. Simpson; (3) AB, Radcliffe Coll.; AM, Columbia U.; (4) U. Chicago, Harvard U.; (5) hd Eng. dept., asso. prof. Eng.; (6) 1896; (7) asso. prof. Eng.; (9) er.

STATE TEACHERS COLLEGE, FLORENCE: (2) Carlotta F. Burt; (3) BS, St. Norm. Sch. (Albany); (4) U. Wis., U. Chicago, Columbia U., Cornell U.; (5) prin. tr. sch.; (6) 1904; (9) er.

STATE TEACHERS COLLEGE, FLORENCE: (2) Susan K. Vaughn (Mrs.); (3) PhB, U. Chicago; (4) U. Chicago, Columbia U., U. Wis.; (5) soc. dir., tr. sch. tchr., hd hist. dept., ass't prof. hist.; (6) 1898; (7) ass't prof. hist.; (8) author of *History of Florence State Teachers College, Life in Alabama;* (9) er.

FLORIDA

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) John Gabriel Kellum; (3) LI, Jasper Norm. Inst.; (5) bus. mgr.; (6) 1907; (7) bus. mgr., 1907; (9) ec.

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) Rowena Longmire; (3) PhB, AM, U. Chicago; (4) U. Chicago; (5) instr. Eng., 1906-09; ass't prof. Eng., 1909-30; asso. prof. Eng., 1930—; (6) 1906; (7) asso. prof. Eng., 1930; (9) ec.

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) Elmer Riggs Smith; (3) AB, AM, Vanderbilt U.; (4) U. Chicago; (5) prof. math., physics, 1905-25; prof. math., 1925—; sec. faculty, 1913—; (6) 1905; (7) prof. math., 1925; (9) ec.

KENTUCKY

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) A. M. Stickles; (3) AB, AM, PhD, Indiana U.; AM, Har-

vard U.; (4) Indiana U.; (5) hd hist. dept.; (6) 1908; (7) hd hist. dept.; (8) author of *Elements of Government*, *The Critical Court Struggle in Kentucky*, *The Biography of Simon Boliver Buckner*.

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) Mattie M. McLean; (3) AB, Sou. Norm. Sch.; (5) sec. to pres.; (6) 1902; (7) sec. to pres.

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) W. J. Craig; (3) AB, U. Ky.; (5) hd dept. phys. sci., 1908-25; dir. personnel work, 1925—; alumni sec., 1930—; (6) 1908; (7) alumni sec., dir. personnel, 1930.

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) J. R. Alexander; (3) AB, Sou. Norm. Sch.; (4) U. Chicago; (5) hd dept. math., 1906-31; prof. math., 1931—; (6) 1906; (7) prof. math., 1931.

WINCHESTER H. S.: (2) Mrs. Harry H. Tanner; (3) AB, Ky. Wesleyan Coll.; (4) Ky. St. U., U. Sou. Calif.; (5) g. sch. t., 6 yrs.; g. sch., h. s. t., 6 yrs.; math. t., sr. h. s., 20 yrs.; (6) 1903; (7) math. t., 1918; (9) fjo.

TENNESSEE

THE McCALLIE SCHOOL, CHATTANOOGA: (2) S. J. McCallie; (3) AB, U. Chicago; AM, Southwestern; PedD, Davidson; (5) headmaster, 1905—; (6) 1905; (7) headmaster*; (9) sjmc.

THE McCALLIE SCHOOL, CHATTANOOGA: (2) J. P. McCallie; (3) AB, AM, PhD, U. Va.; LLD, Davidson; (5) headmaster, 1905—; (6) 1905; (7) headmaster; (9) sjmc.

VIRGINIA

HOLLINS COLLEGE, HOLLINS: (2) M. Estes Cocke; (3) AB, AM, U. Va.; (4) U. Chicago; (5) prof. math., physics, 1897-1900; prof. physics, chem., 1900-14; prof. physics, 1914—; supt. bldgs, grounds, 1901-06; sec. treas., 1906-32; bd of governors, 1900-32; treas., 1906—; dean of instr., 1926-32; vice pres., 1934—; admissions officer, 1910—; (6) 1897; (7) prof. physics, 1914; admissions officer, 1910; vice pres., 1934; (8) chmn Curriculum Com., Classification Com., 1917-26; editor coll. catalogue, 1897-1934; (9) fk.

HOLLINS COLLEGE, HOLLINS: (2) Mary Williamson; (3) AB, Hollins Coll.; AM, Columbia U.; (4) Columbia U., Harvard U.; (5) instr.

* President of the Southern Association, 1922-23, and for many years active as a member of its Commission on Secondary Schools and a member of the Executive Committee.—Editor.

Eng., 1902-12; prof. psy., phil., 1914-30; dean, prof. psy., phil., 1924-26; dean students, prof. psy., phil., 1926-30; dean students, prof. phil., 1930-34; prof. phil., 1934—; chmn division of humanities, 1934—; (6) 1902; (7) prof. phil., 1914; (9) fk.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) H. Gudhein; (3) EE, Royal U. of Tech. (Sweden); (6) 1906; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) William Edward Barlow; (3) BA, MA, U. Cambridge (Eng.); MS, PhD, *magna cum laude*, U. Goettingen (Ger.); (5) ass't prof. indus. chem., metallurgy, 1904-05; prof. metallurgy, metallography, hd dept., 1906—; dean grad. dept., 1908-16; (6) 1904; (7) prof. metallurgy, metallography, 1906; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) W. B. Ellett; (3) BS, MS, Va. Poly. Inst.; MA, PhD, U. Goettingen; (5) ass't chemist, ass't in lab., instr. chem., 1894-1900; chemist Va. Agric. Exp. Sta., hd dept. agric. chem., 1906—; (6) 1894; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) Charles William Holdaway; BS, MS, Va. Poly. Inst.; (5) ass't, 1905-08; instr., 1908-14; prof. dairy husbandry, 1918-21; hd dairy husbandry dept., 1921—; dairy husbandman of Va. Agric. Exp. Sta.; (6) 1905; (7) hd dept. dairy husbandry, 1921; (8) author 18 research bulletins and numerous other publications; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) T. B. Hutcheson; (3) BS, MS, Va. Poly. Inst.; MSA, Cornell U.; DSc, Clemson Coll.; (4) Cornell U.; (5) instr. agronomy, 1906-08; ass't agronomist, 1908-13; asso. agronomist, 1914; agronomist, 1915—; (6) 1906; (7) agronomist, 1915; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) Claudius Lee; (3) BS, MS, Va. Poly. Inst.; (4) U. Chicago; (5) ass't mechanic, 3 yrs.; fellow elec. engin., supt. elec. service, 2 yrs.; instr. elec. engin., supt. power plant, 9 yrs.; prof. elec. engin., 23½ yrs.; (6) 1893; (7) prof. elec. engin., 1915; (8) 44 yrs. developing the course and department of electrical engineering; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) C. P. Miles; (3) BS, MS, Va. Poly. Inst.; (4) Columbia U.; Chicago U.; U. Goettingen; (5) chem., 1 yr.; dir. athletics, 15 yrs.; mod. lang., 20 yrs.; (6) 1901; (7) prof. foreign lang., 1902; (8) administered and built up present athletic set-up; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) Carol Montgomery Newman; (3) AB, LLD, King Coll.; AM, PhD, U. Va.; (4) U. Va.; (5) asso. prof. Eng., 1903-07; prof. rhetoric, 1907-16; prof. Eng., hd dept., 1916-38; dean of academic dept., 1915-20; (6) 1903; (7) prof. Eng., 1916; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) William H. Rasche; (4) Mass. Inst. Tech.; (5) ass't in drawing, 1895-97; instr. drawing, 1897-99; ass't prof. drawing, 1899-1903; adj. prof. drawing, 1903-05; asso. prof. graphics, 1905-07; prof. graphics, 1907-15; prof. mechanism, descriptive geometry, 1915); (6) 1895; (7) prof. mechanism, descriptive geometry, 1915; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) F. L. Robeson; (3) BS, ME, Va. Poly. Inst., AM, Columbia U.; PhD, Johns Hopkins; (4) U. Chicago, M. I. T.; (5) ass't math., drawing, 1904-05; instr. math., 1905-07; instr. math., Eng., 1910-13; asso. prof. physics, 1913-17; prof. physics, 1917—; (6) 1904; (7) prof. physics, 1917; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) H. H. Hill; (3) BS, MS, Va. Poly. Inst.; (4) U. Mo.; (5) ass't chemist, Va. Agric. Exp. Sta., 1907-12; asso. chemist, Va. Agric. Exp. Sta., 1913—; (6) 1907; (7); (7) asso. chemist, 1913; (8) publications from Va. Agric. Exp. Station and in research journals; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) William D. Saunders; (5) dir. exp. sta., 1 yr.; supt. creamery, ass't prof. dairy husbandry, 2 yrs.; ass't and prof. dairy husbandry, 15 yrs.; specialist, exp. sta., 17 yrs.; (6) 1890; (7) cheese specialist, extension division; milk investigation, exp. sta., 1921; (8) developed method of making cheese; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) Harvey Lee Price; (3) BS, MS, Va. Poly. Inst.; (5) instr. horticulture, 1900-03; prof. horticulture, horticulturist exp. sta., 1903; prof., dean agric., 1908—; (6) 1900; (7) prof., dean agric., 1908; (8) numerous bulletins on different phases of orcharding; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) John Edward Williams; (3) AB, LLD, Hampden-Sydney; AM, PhD, U. Va.; (5) adj. prof., 1903-04; prof. math., 1904—; dean college, 1924—; (6) 1903; (7) prof. math., 1904; dean of college, 1924; (9) rhmc.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) Alfred W. Drinkard, Jr.; (3) BS, MS, Va. Poly. Inst.; PhD, Cornell U.; (4) Cornell U.; (5) record clerk, horticulture, 1906-08; ass't horticulturist, 1908-12; asso. horticulturist, 1912-16; dir., 1916—; (6) 1906; (7) dir., 1916; (8) author of numerous scientific papers; (9) rhmc.

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